

MTAC R0895 Whole School Reform

Contract Dates: 07/01/2012 - 06/30/2017

For more Information please

Call Eduardo Contreras

at (212)374-0520

Component	Vendor Name	Component Description	Contract Number
A. Elementary School (PK-5) Whole School Services	Re-Inventing Schools	The Re-Inventing Schools Coalition will implement an integrated, systemic model for reform—the RISC Approach to Schooling—rather than a series of discrete strategies, to realize the proposed project's goals. Based on research and expert judgment, sustained student achievement gains, especially among high-need students, are only possible in a system organized at every level to realize this goal. The RISC framework is realized through four interrelated elements: Shared Vision, Standards-Based Design, Leadership, Continuous Improvement.	QC439AA
A. Elementary School (PK-5) Whole School Services	Success for All Foundation, Inc.	The Success for All Foundation, Inc. (SFAF) believes that all children can learn regardless of their socio-economic background and that every school must work relentlessly to ensure students' educational success at the highest levels. These beliefs fuel our mission of developing and disseminating research-proven educational programs to ensure that all students, from all backgrounds, achieve at the highest academic levels. SFAF programs are school reform models based upon the integration of best practices for instruction, leadership support, data monitoring, professional development, and interventions for individual students. SFAF aims to provide whole school reform models that address student achievement, professional development, and community and parental involvement for elementary school teachers, supportive staff and school leaders.	QC439AH
A. Elementary School (PK-5) Whole School Services	Replications, Inc.	In 1998 Replications was established with the mission of identifying successful schools in underserved communities and replicating these schools in other underserved neighborhoods. What we learned was that these successful schools 1) created positive cultures, 2) focused on whole child development, and 3) had high levels of staff engagement. From 1998 through 2007 Replications created twenty four schools under these guiding principles.	QC439BG
A. Elementary School (PK-5) Whole School Services	NCS Pearson	Pearson's School Improvement Mode (SIM) is a new school improvement model built on foundations of the research-proven America's Choice and Learning Teams school improvement models. SIM features a schoolwide instructional focus on academic language and independent learner competencies that lays the groundwork for college and career readiness further down the road. The model also provides support for teachers to adapt their own curriculum materials to achieve the curriculum and instructional alignment that is required for students to perform at high levels on the new assessments. SIM has five components, each contributing to comprehensive, schoolwide improvement: 1. Standards-Aligned Curriculum, Instruction, and Assessment, 2. High-Performance Leadership, Management, and Organization, 3. High Achievement and Engagement, 4. Data-Driven Culture, and 5. Sustainability for Continuing Improvement.	QR895AB
A. Elementary School (PK-5) Whole School Services	New York City Outward Bound Center, Inc.	"NYC Outward Bound's approach to teaching and learning is derived from what the research has shown to be sound youth development practice. It is first and foremost an asset-based approach, which starts with students' strengths, rather than their deficits, and offers tools for them to first discover their strengths and then put them into practice. NYC Outward Bound provides a range of targeted supports designed to promote strong leadership, boost teacher performance, solidify supportive school cultures, and increase student engagement and achievement. Each school is assigned a NYC Outward Bound School Designer who works closely with principal, instructional guide and staff to ensure that Expeditionary Learning is effectively implemented. The core package of services offered to schools includes: • Annual Strategic Planning Cycle • Leadership support and coaching for principals and instructional guides • Teacher professional development • Tools and Support for using data effectively • Student recruitment support Optional supplemental services that schools may choose to add to the core program: • Crew Orientation • Climbing Program • Student adventure and team building services	QR895AC
A. Elementary School (PK-5) Whole School Services	Generation Ready, Inc.	Provide schools with guidance, best practice documentation and problem solving techniques in order to increase their operational and administrative capacity and autonomy. We will provide structured orientation and development workshops for new teachers as well as continuous development throughout the year. We will help leaders create rigorous, transparent and equitable evaluation systems for teachers.	QR895AE
A. Elementary School (PK-5) Whole School Services	Turnaround for Children	Turnaround has developed principles, skills, tools and systems that directly counteract the effects of poverty on schools and their students. Turnaround has developed a comprehensive integrated intervention that works across three elements: Academics, Behavioral and Organizational. The Turnaround intervention is implemented on a typical school year calendar, beginning during professional development days prior to the start of the first year of implementation. Turnaround staff work on-site, in the school building during school hours for approximately 1.5 days each week. Professional development trainings may take place before or after school hours, or on the weekend. Teacher participation in activities outside of school hours is at the discretion of the principal.	QR895AF

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<p>A. Elementary School (PK-5) Whole School Services</p>	<p>Literacy Support Systems, Inc.</p>	<p>LSS is equipped to provide support through variety of formats/structures that meet the needs of individual schools and the NYCDOE's whole school reform components (i.e., Instructional Program, Job Embedded Professional Development, Student Support and Teacher/Leader Effectiveness). - On- and off-site multi-day institutes for teachers, administrators and support staff - Full- and half-day workshops for teachers, administrators and support staff - Best practice whole class, small group and individual student instructional demonstrations in classrooms - Individualized in-classroom coaching and side-by-side teaching followed by debriefing sessions - Establishment, facilitation and participation in monthly administrative walk-throughs along with other types of diagnostic visits - Establishment, facilitation and participation in grade-level, cross-grade level planning sessions - Development of a lab-site classroom for demonstration lesson observations</p>	<p>QR895AG</p>
<p>A. Elementary School (PK-5) Whole School Services</p>	<p>Cambridge Education, LLC</p>	<p>Cambridge's model for whole school reform has instruction based on high quality learning and teaching at its core. Our role is to support the building of the school's capacity to improve the attainment of students and to achieve other key outcomes for students that have a bearing on achievement. Our approach is to facilitate and advise each individual school to develop its own customized school improvement action plan which builds on its previous best. We do not attempt to impose a pre-determined plan. We can provide an overall high level work plan which follows a similar approach, irrespective of the school's size, neighborhood or phase. Our proposal is also rooted on the philosophy of building local capacity. Hence, we propose frontloading our engagement so that over the period of the contract the individual school leadership teams and members of staff take increasing responsibility for providing job-embedded training, leadership and management. By the end of the fourth year the focus of our role will be monitoring and evaluation.</p>	<p>QR895AJ</p>
<p>A. Elementary School (PK-5) Whole School Services</p>	<p>Center for Educational Innovation-Public Education Association (CEI-PEA)</p>	<p>The primary service provided by the school improvement team is defined by its onsite intensive supervisory support. Leadership development and support anchors the school improvement efforts of the CEI-PEA School Team. CEI-PEA has expertise in working with failing schools and the resources necessary to provide extensive supervisory support to the leadership. Whole school reform services are provided to schools in need of major school improvement in all areas of school reform to ensure a rigorous school improvement plan implementation. Full school reform, including extensive supervisory support for the Principal and Assistant Principals, is organized in five phases of implementation. Phase 1: Planning and Data Analysis and compliance: Development of a clear plan for intervention and improvement including the following components: extensive data analysis, building capacity with administrative team and teacher teams, alignment of Chancellor's expectations, Principal's performance goals, School, department goals, the Schools' Comprehensive Education Plan and student goals. Phase 2: Curriculum and Instruction: Development of rigorous curriculum maps and the inclusion and alignment of CCLS reviewed and updated by teacher teams, examine and treat special populations, ELL's and SWD's Phase 3: Community Engagement: engage the whole school community in full school reform including strengthening SLT, PTA and all areas of the learning environment. Phase 4: Leadership Development: provide support for improved leadership, supporting, leading and modeling cabinet meetings, instructional team meetings, teacher team meetings, as well as individual teacher conferences, instructional walk thru and learning walks, informal and formal teacher observations, staff conferences and staff recruitment meetings. Phase 5: Instructional Technology: School Improvement Team instructional technology supports and leads the strengthening of technology in all areas to enhance 21st Century Learning skills, allowing for the use of technology to improve student outcomes and opportunities for enhanced learning.</p>	<p>QR895AR</p>
<p>B. Middle School (6-8) Whole School Services</p>	<p>Inventing Schools</p>	<p>The Re-Inventing Schools Coalition will implement an integrated, systemic model for reform—the RISC Approach to Schooling—rather than a series of discrete strategies, to realize the proposed project's goals. Based on research and expert judgment, sustained student achievement gains, especially among high-need students, are only possible in a system organized at every level to realize this goal. The RISC framework is realized through four interrelated elements: Shared Vision, Standards-Based Design, Leadership, Continuous</p>	<p>QC439AA</p>
<p>B. Middle School (6-8) Whole School Services</p>	<p>The Urban Assembly</p>	<p>The Urban Assembly is committed to providing schools with the support they need for students to succeed in college. This commitment guides our programmatic and operational priorities and shapes the three areas of support we provide our schools: 1) creating a college bound culture for all of our students through the development and support of high quality college advising offices at each school; 2) building strong school leadership and college ready instructional practices within and across the schools; and 3) developing UA students' social capital through a sequence of enrichment experiences, including opportunities for internships and mentoring. These partnership-based experiences expose UA students to college educated professionals and workplace environments that align with their school's theme.</p>	<p>QC439AC</p>

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B. Middle School (6-8) Whole School Services	Success for All Foundation, Inc.	The Success for All Foundation, Inc. (SFAF) believes that all children can learn regardless of their socio-economic background and that every school must work relentlessly to ensure students' educational success at the highest levels. These beliefs fuel our mission of developing and disseminating research-proven educational programs to ensure that all students, from all backgrounds, achieve at the highest academic levels. SFAF programs are school reform models based upon the integration of best practices for instruction, leadership support, data monitoring, professional development, and interventions for individual students. SFAF aims to provide whole school reform models that address student achievement, professional development, and community and parental involvement for middle-school teachers, supportive staff and school leaders.	QC439AH
B. Middle School (6-8) Whole School Services	Replications, Inc.	In 1998 Replications was established with the mission of identifying successful schools in underserved communities and replicating these schools in other underserved neighborhoods. What we learned was that these successful schools 1) created positive cultures, 2) focused on whole child development, and 3) had high levels of staff engagement. From 1998 through 2007 Replications created twenty four schools under these guiding principles.	QC439BG
B. Middle School (6-8) Whole School Services	NCS Pearson	Pearson's School Improvement Mode (SIM)I is a new school improvement model built on foundations of the research-proven America's Choice and Learning Teams school improvement models. SIM features a schoolwide instructional focus on academic language and independent learner competencies that lays the groundwork for college and career readiness further down the road. The model also provides support for teachers to adapt their own curriculum materials to achieve the curriculum and instructional alignment that is required for students to perform at high levels on the new assessments.SIM has five components, each contributing to comprehensive, schoolwide improvement: 1.Standards-Aligned Curriculum, Instruction, and Assessment, 2.High-Performance Leadership, Management, and Organization, 3.High Achievement and Engagement, 4.Data-Driven Culture, and 5. Sustainability for Continuing Improvement.	QR895AB
B. Middle School (6-8) Whole School Services	New York City Outward Bound Center, Inc.	"NYC Outward Bound's approach to teaching and learning is derived from what the research has shown to be sound youth development practice. It is first and foremost an asset-based approach, which starts with students' strengths, rather than their deficits, and offers tools for them to first discover their strengths and then put them into practice. NYC Outward Bound provides a range of targeted supports designed to promote strong leadership, boost teacher performance, solidify supportive school cultures, and increase student engagement and achievement. Each school is assigned a NYC Outward Bound School Designer who works closely with principal, instructional guide and staff to ensure that Expeditionary Learning is effectively implemented. The core package of services offered to schools includes: • Annual Strategic Planning Cycle • Leadership support and coaching for principals and instructional guides • Teacher professional development • Tools and Support for using data effectively • Student recruitment support Optional supplemental services that schools may choose to add to the core program: • Crew Orientation • Climbing Program • Student adventure and team building services "	QR895AC
B. Middle School (6-8) Whole School Services	Generation Ready, Inc.	Provide schools with guidance, best practice documentation and problem solving techniques in order to increase their operational and administrative capacity and autonomy. We will provide structured orientation and development workshops for new teachers as well as continuous development throughout the year. We will help leaders create rigorous, transparent and equitable evaluation systems for teachers.	QR895AE
B. Middle School (6-8) Whole School Services	Turnaround for Children	Turnaround has worked with over 60 of the highest-need, lowest-performing schools in New York City , served over 55,000 students over the past seven years and has developed principles, skills, tools and systems that directly counteract the effects of poverty on schools and their students. Turnaround has developed a comprehensive integrated intervention that works across three elements: Academics, Behavioral and Organizational. The Turnaround intervention is implemented on a typical school year calendar, beginning during professional development days prior to the start of the first year of implementation. Turnaround staff work on-site, in the school building during school hours for approximately 1.5 days each week. Professional development trainings may take place before or after school hours, or on the weekend. Teacher participation in activities outside of school hours is at the discretion of the principal.	QR895AF
B. Middle School (6-8) Whole School Services	Cambridge Education, LLC	Cambridge's model for whole school reform has instruction based on high quality learning and teaching at its core. Our role is to support the building of the school's capacity to improve the attainment of students and to achieve other key outcomes for students that have a bearing on achievement. Our approach is to facilitate and advise each individual school to develop its own customized school improvement action plan which builds on its previous best. We do not attempt to impose a pre-determined plan. We can provide an overall high level work plan which follows a similar approach, irrespective of the school's size, neighborhood or phase. Our proposal is also rooted on the philosophy of building local capacity. Hence, we propose frontloading our engagement so that over the period of the contract the individual school leadership teams and members of staff take increasing responsibility for providing job-embedded training, leadership and management. By the end of the fourth year the focus of our role will be monitoring and evaluation.	QR895AJ

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B. Middle School (6-8) Whole School Services	Educators for Social Responsibility	Educators for Social Responsibility (ESR) provides research-based professional development, resources and support to foster increased academic achievement, healthy development, and school success for all students in secondary schools. ESR offers practical consultation, training, coaching, and resources to schools through a wide variety of programming in four areas essential to school success: 1) student-centered teaching and learning, 2) climate, discipline, and behavior supports, 3) youth development, and 4) vision and culture. Services are provided through a whole school approach for middle and high schools that draws upon and seamlessly weaves together services in all of the essential areas. Programs are customizable.	QR895AP
B. Middle School (6-8) Whole School Services	Center for Educational Innovation-Public Education Association (CEI-PEA)	The primary service provided by the school improvement team is defined by its onsite intensive supervisory support. Leadership development and support anchors the school improvement efforts of the CEI-PEA School Team. CEI-PEA has expertise in working with failing schools and the resources necessary to provide extensive supervisory support to the leadership. Whole school reform services are provided to schools in need of major school improvement in all areas of school reform to ensure for a rigorous school improvement plan implementation. Full school reform, including extensive supervisory support for the Principal and Assistant Principals, is organized in five phases of implementation. Phase 1: Planning and Data Analysis and compliance: Development of a clear plan for intervention and improvement including the following components: extensive data analysis, building capacity with administrative team and teacher teams, alignment of Chancellor's expectations, Principal's performance goals, School, department goals, the Schools' Comprehensive Education Plan and student goals. Phase 2: Curriculum and Instruction: Development of rigorous curriculum maps and the inclusion and alignment of CCLS reviewed and updated by teacher teams, examine and treat special populations, ELL's and SWD's Phase 3: Community Engagement: engage the whole school community in full school reform including strengthening SLT, PTA and all areas of the learning environment. Phase 4: Leadership Development: provide support for improved leadership, supporting, leading and modeling cabinet meetings, instructional team meetings, teacher team meetings, as well as individual teacher conferences, instructional walk thru and learning walks, informal and formal teacher observations, staff conferences and staff recruitment meetings. Phase 5: Instructional Technology: School Improvement Team instructional technology supports and leads the strengthening of technology in all areas to enhance 21st Century Learning skills, allowing for the use of technology to improve student outcomes and opportunities for enhanced learning.	QR895AR
B. Middle School (6-8) Whole School Services	The Big Picture Company	Workshop to assist schools in developing and implementing a process and framework for curriculum mapping that is based on BPL's work in aligning the BPL curriculum to the University of California A-G course standards, the Common Core State Learning Standards, and to other relevant state learning standards. The workshop(s) will engage participants in analyzing their curriculums for attention to essential learning standards and creating coherent frameworks for standards-based instruction and assessment. The alignment process results in the creation of matrices that accommodate diverse traditional and non-traditional instructional strategies, including, for example, project-based learning, out-of-school learning, and independent study. BPL will help schools develop rubrics and related measures and protocols for employing performance-based and proficiency-focused assessments. These measures and methods can be used by students for self-assessment as well as by teachers for evaluating actual performances and products as a supplement to traditional tests. BPL will assist principals and faculties in developing a comprehensive program for building a college readiness culture and organization into its school designs. The workshop will enable participants to create a college readiness and college awareness program in their schools. The program identifies roles and responsibilities for classroom teachers and guidance counselors, as well as for administrators. BPL will provides workshops for developing multiple forms of extended period, day, week, and year schedules, including out-of-school and after-school learning.	QR895AT
C. High School (9-12) Whole School Services	Institute for Student Achievement	The Institute for Student Achievement (ISA) is a 18 year old nonprofit 501(c)3 school turnaround/school transformation organization that works with large high schools in need of whole school reform to create new smaller schools or small learning communities that graduate students prepared to be successful in college. ISA's methods and model are based on the small school strategy, the effectiveness of which has been validated by proven results and reliable educational research. ISA's reform model is grounded in the belief that small, highly supportive, intellectually challenging learning environments that foster meaningful and sustained relationships between teachers and students can enhance student motivation, facilitate rigorous learning, and help students attain higher levels of confidence and achievement.	QC4390R
C. High School (9-12) Whole School Services	Re-Inventing Schools	The Re-Inventing Schools Coalition will implement an integrated, systemic model for reform—the RISC Approach to Schooling—rather than a series of discrete strategies, to realize the proposed project's goals. Based on research and expert judgment, sustained student achievement gains, especially among high-need students, are only possible in a system organized at every level to realize this goal. The RISC framework is realized through four interrelated elements: Shared Vision, Standards-Based Design, Leadership, Continuous	QC439AA

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C. High School (9-12) Whole School Services	CUNY School Support Organization	The CUNY School Support Organization offers individualized and responsive service to meet the diverse needs of each school in its network and would provide similar supports for all new developed under CUNY's efforts. Support services include instructional and leadership coaching, day-to-day operational and business support, and data analysis and reporting. CUNY schools have the opportunity to work with a wide range of CUNY resources, including partnerships, professional development opportunities, faculty consultants, research centers, and student events.	QC439AF
C. High School (9-12) Whole School Services	Internationals Network	Internationals Network of Public Schools (Internationals) provides high quality, continuous teacher/staff professional development training and new school development support locally and nationally to advance instructional practice for teachers and improve academic achievement for English Language Learners. Professional and Leadership Development supports effective teaching aligned with State assessments and academic content standards in all schools, as demonstrated by student achievement and outcomes. Internationals Network provides professional and leadership development programs and structures on 3 levels that have specific aims but are indiscrete in practice: 1. Induction for New Members of the Internationals Community 2. Ongoing Professional and Leadership Development Support 3. Direct Leadership Engagement.	QC439AG
C. High School (9-12) Whole School Services	Board of Control for Southern Regional Education (SREB)	SREB's mission is to help leaders/educators improve pre-K-12 and higher education to contribute to the region's overall economic and social progress. Schools that become part of SREB's the "High Schools That Work" network are expected to show progress in changing school and classroom practices in ways that raise student achievement. These schools focus on practices that aim to effectively increase student effort. High Schools That Work design core components include: organization and governance; professional development; technical assistance; curriculum; student assessment; data-based decision making; and parent, family, and community involvement. SREB benchmarks reports are issued 2 two yrs and indicate how participating schools are doing in school improvement. The reports allow school leaders to gauge the progress they are making in implementing the HSTW design and to make plans for raising student achievement in the future.	QC439BF
C. High School (9-12) Whole School Services	Replications, Inc.	In 1998 Replications was established with the mission of identifying successful schools in underserved communities and replicating these schools in other underserved neighborhoods. What we learned was that these successful schools 1) created positive cultures, 2) focused on whole child development, and 3) had high levels of staff engagement. From 1998 through 2007 Replications created twenty four schools under these guiding principles.	QC439BG
C. High School (9-12) Whole School Services	Third Sector New England	The Third Sector New England/Diploma Plus model is built around 4 Essentials for success. Performance-Based Education Approach, Supportive School Culture, Future Focus on College and Careers Effective Supports for Teachers and Schools. The DP model has 3 phases – the Foundation, the Presentation and the Plus Phase. In all 3 phases, students work on projects and assignments with defined competency expectations and content objectives based on state and local content standards and larger DP competencies. Students are promoted or graduate as soon as they have demonstrated these goals and passed state requirements, regardless of the amount of time they have spent in the phase. Students in the Plus Phase are also participating in internships, college courses, and community action projects in order to support their transition to life after high school.	QR439AH
C. High School (9-12) Whole School Services	NCS Pearson	Pearson's School Improvement Mode (SIM) is a new school improvement model built on foundations of the research-proven America's Choice and Learning Teams school improvement models. SIM features a schoolwide instructional focus on academic language and independent learner competencies that lays the groundwork for college and career readiness further down the road. The model also provides support for teachers to adapt their own curriculum materials to achieve the curriculum and instructional alignment that is required for students to perform at high levels on the new assessments.SIM has five components, each contributing to comprehensive, schoolwide improvement: 1.Standards-Aligned Curriculum, Instruction, and Assessment, 2.High-Performance Leadership, Management, and Organization, 3.High Achievement and Engagement, 4.Data-Driven Culture, and 5. Sustainability for Continuing Improvement.	QR895AB

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