



Children First Network Overview

Brown Bag Briefing
for Tweed Staff

August 24, 2010

Division of School Support and Instruction Overview

DSSI is responsible for:

Clusters and Networks

- 60 Children First Network (CFN) Teams organized into six Clusters (~10 networks per cluster)

Superintendents

- 32 community school district Superintendents
- 6 high school Superintendents

Office of Multiple Pathways to Graduation (OMPG)

District 79

Programs

- Arts, Libraries, Career and Technical Education, Middle School Success Campaign, Teaching American History grants, etc.

Rationale for Children First Network

If operational and instructional service providers are integrated in a small, network-based team that is tightly aligned with schools' educational goals,



And this team of service providers is empowered to solve problems for schools and is directly accountable to principals for performance ratings,



This leads to innovation, which improves quality and efficiency of service.



Then principals spend less time solving operational problems, and have more time and resources for instruction and supervision.



Leading to an Increase in Student Achievement

Children First Networks: Support to Schools

Principals self-affiliate into networks:

- ✓ Affiliation is based upon principal choice.
- ✓ Principals may choose to affiliate based on common priorities such as grade levels, geography, similar student demographics, and/or shared educational philosophies and beliefs.
- ✓ There are 60 Networks citywide that consist of approximately 25-30 schools per network.
- ✓ Self affiliation supports school based empowerment.

Networks are the primary building block for organizing school support because resources are easily accessible to schools:

- ✓ Network Teams know schools and visit often to provide support and build relationships with school staff.
- ✓ Network Teams understand each school's educational philosophy, instructional goals and operational needs.
- ✓ Networks are small cross functional teams directly accountable to Principals and are rated annually based on student achievement results and Principal satisfaction.
- ✓ Networks enable the creation of professional collaborative communities of educators.

Network Supports

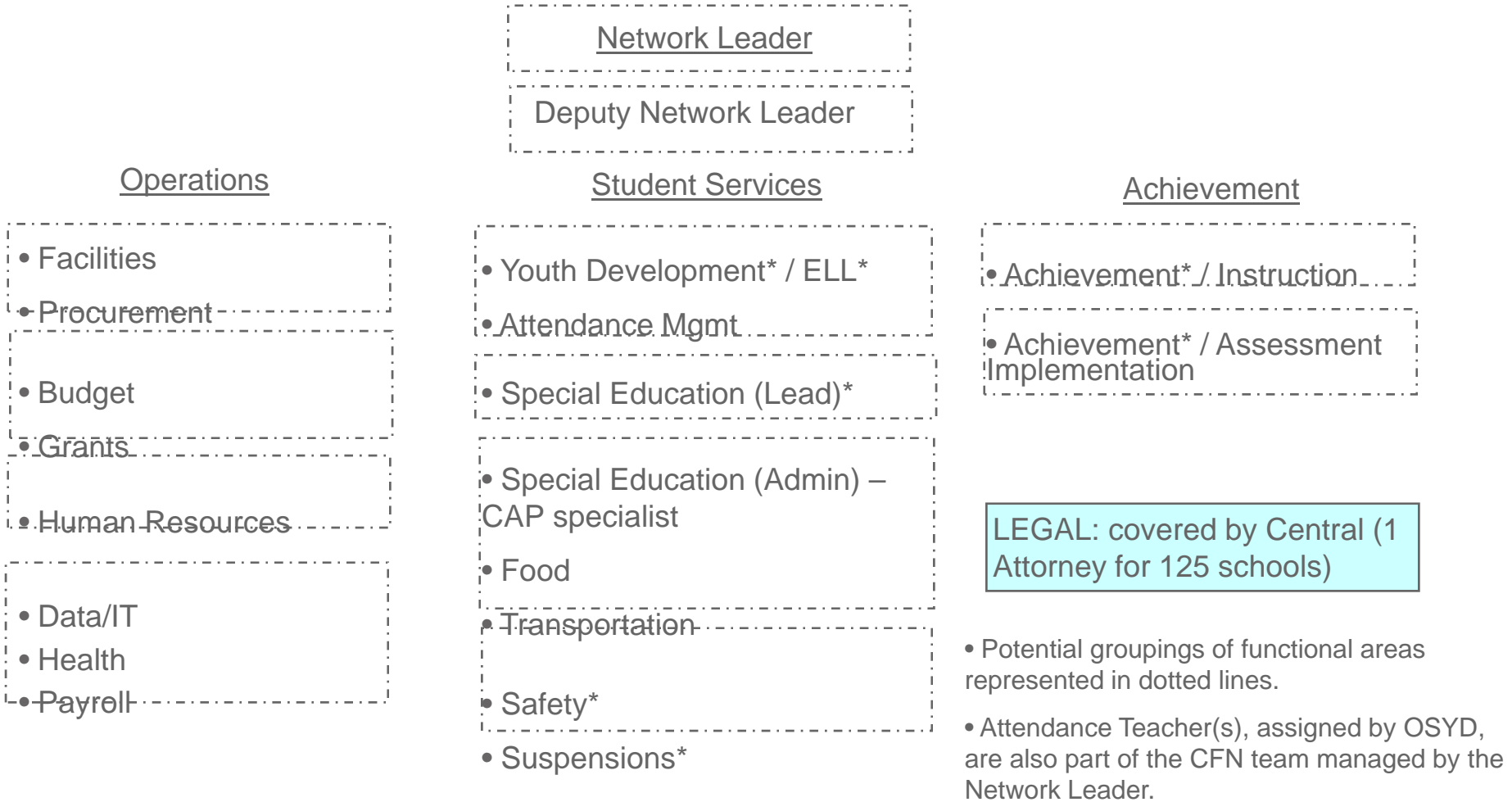
Operational and instructional service providers are integrated in a small, network-based team that is tightly aligned with the schools' education goals that supports schools in the following areas:

- Achievement
- Instruction
- Pedagogy
- Curriculum
- Assessment
- Professional Development
- Youth Development
- Attendance
- Special Education
- English Language Learners
- Safety
- Suspensions
- Health
- Budget
- Grants
- Human Resources
- Payroll
- Facilities
- Data/IT
- Food
- Transportation

Note: Reflects integration of ISC staff into the network model.

Sample Structure

Networks are structured in different ways, depending on the needs of their schools. The following represents a sample functional groupings for a network of predominately high schools (including 6 new Principals, 4 new schools, 4 transfer schools and 2 phase-out schools).



* Youth Development, ELL, Special Education (lead), Safety and Suspension are CSA-tenured areas that must be covered by an EA. Achievement positions can be covered by an EA or a Teacher-Assigned.

Sample Structure

Networks are structured in different ways, depending on the needs of their schools. The following sample represents the functional groupings for a network of predominately elementary schools (including 50% of principals that have 3 years or less of experience).

CFN networks will serve an average 25 schools.

Network Leader

Operations

- Facilities
- Grants
- Budget
- Procurement
- Human Resources
- Payroll
- Data/IT
- Food
- Transportation
- Health

Student Services

- Youth Development*
- Attendance Mgmt
- Safety*
- Suspensions*
- Special Education (Lead)*
- Special Education (Support)

Achievement

- Achievement*
- Assessment Implementation
- ELL*

LEGAL: covered by Central (1 Attorney for 125 schools)

• Potential groupings of functional areas represented in dotted lines.

• Other centrally funded staff are also part of the CFN and are managed by the Network Leader, including Attendance Teacher, CEIS, SATIF, TIC, Instructional Coach.

* Youth Development, ELL, Special Education (lead), Safety and Suspension are CSA-tenured areas that must be covered by an EA. Achievement positions can be covered by an EA or a Teacher-Assigned.

CFN 109 – Maria Quail Network

Children First Network (CFN) is designed to integrate operational and instructional support for schools. The goal is to expand the philosophy of empowering as much decision-making power as possible to the people who know schools best: principals, teachers and school staff.

Our Shared Vision:

Student Achievement

- Address achievement gap via assessment data & inquiry work
- Ensure schools' capacity to serve students in all subgroups
- Phase 1 Special Education Initiative
- Develop systems to hold ourselves accountable

Youth Development

- Strengthen school/home connection via PCs and GCs
- Ensure schools' capacity to address students' safety and wellness: socially and emotionally

Strategic Operations

- Synthesize strategic planning with instructional goals
- Recognize/acknowledge and Develop sustainability
- Empower leaders on all levels in their expertise

CFN 109 – Cross Functional Responsibilities

<u>Functional Area</u>	<u>Point Person</u>	<u>Back-up Support Person</u>
Labor Relations, Legal, Enrollment Planning, Phase 1 Special Ed Work, CEIS	Maria	Caterina
Achievement: Assessment/Accountability/ Teacher Leadership/ Inquiry Work	Shehnaz	Maria
Special Ed Instruction, English Language Learners	Caterina	Michelle
Sp. Ed.: Compliance/ Case management/ Impartials/ Related Services	Michelle	Caterina
HR: Recruitment, On Boarding, Leaves, Performance management	Marian	Sharees
Payroll/HR Support/Transportation Liaison	Sharees	Marian
Youth development/ Guidance. Suspensions, Safety, Parents & PCs	Sandy	Dawn
Health, Attendance, Students in Temporary housing, Food	Dawn	Sandy
Budget, Facilities (Extended Use)	Freddie	Debra
Budget, Procurement. Grants, Compliance	Debra	Freddie
CAP, ATS, STARS, HSST Data,	Germaine	Shehnaz
Instructional Coach: Curriculum Core Standards	Rebecca	Maria/Caterina

Appendices

Division of School Support & Instruction

Eric Nadelstern, Deputy Chancellor

Johannah Chase, Chief of Staff
Margaret Tull, Executive Assistant

OPERATIONS

Veronica Conforme, Deputy Chief Schools Officer, Operations

Functional Liaisons

- Division of Finance and Technology
- Supplemental Educational Services
- Labor Relations
- Division of Operations (Safety and Suspensions, Youth Development)
- Division of Portfolio Planning (Enrollment, Portfolio, Turnaround)
- Legal (Compliance)
- Division of Operations (Food, Transportation, Facilities/SCA)

Team Members

- Justin Tyack
- Mike Tragale
- Despina Zaharakis
- Angel Namnum
- Margaux Lisiak

ACADEMICS

Josh Thomases, Deputy Chief Schools Officer, Academics

Functional Liaisons

- Division of Performance and Accountability
- Division of Portfolio Planning (New School Development, School Improvement, Turnaround)
- Talent Office (Leadership Development, Teacher Tenure)

Team Members

- Debbie Marcus
- Mauri Degovia
- Vanda Belusic-Vollor
- Cami Anderson
- Candace Wang

PROGRAMS

Saskia Levy Thompson, Deputy Chief Schools Officer

Functional Liaisons

- Division of Students with Disabilities and ELLs
- Innovation
- Talent Office (Mentoring, ARISLearn, etc)

Team Members

- Gregg Bethell
- Debra Maldonado
- Paul King
- Heather LaValle
- Judi Fenton

SUPERINTENDENT'S OFFICE

Dorita Gibson, Senior Supervising Superintendent

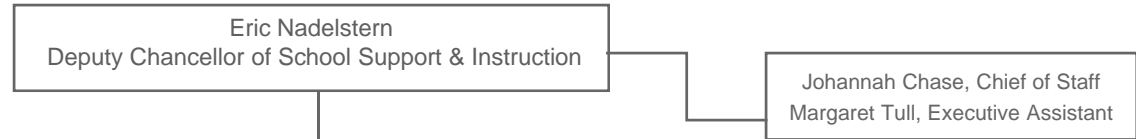
Functional Liaisons

- CSD and HS superintendents
- Office of Family Engagement and Advocacy

Team Members

- Laura Feijoo
- MAK Mitchell
- Janel Matthews
- Masami Ohashi

Cluster Organizational Chart



Saskia Levy Thompson
Deputy Chief Schools Officer

Josh Thomases
Deputy Chief Schools
Officer, Academics

Veronica Conforme
Deputy Chief Schools
Officer, Operations

Dorita Gibson
Executive Director of
Strategy & Operations

Debra Maldonado
Cluster Leader

Donald Conyers
Cluster Leader

Judith Chin
Cluster Leader

Corinne Rello-Anselmi
Cluster Leader

Anthony Conelli
Cluster Leader

Jose Ruiz
Cluster Leader

Team Members

Team Members

Team Members

Team Members

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- Louis Aiani
- Laurence Harvey
- Debby Sachs
- Kimberly Suttell

- Rita Giaramita
- Kevin Moran
- Karen Moser
- Rosemary Stuart

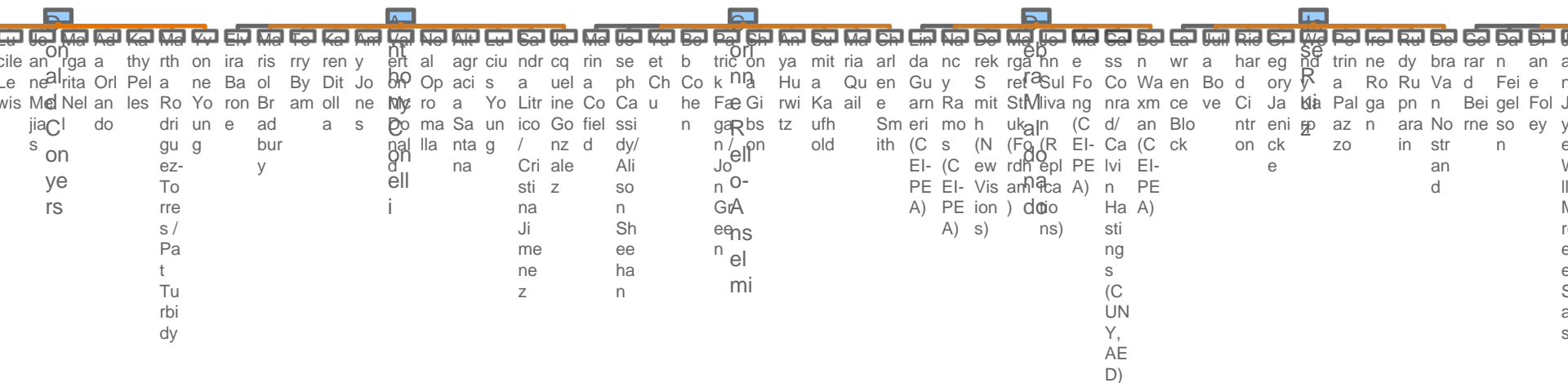
- Charles Amundsen
- Linda Curtis Bey
- Thomas Fox
- Robert Wilson

- Amy Jones
- Sandy Brawer
- Michael Fikes
- TBD

- Lisa Batson
- Chris Groll
- Jean Mingot
- Nigel Pugh

- Mariano Guzman
- Sarah McCoy
- Irene Rogan
- Nancy Saffer

Network Management and Instruction Support Teams



•Each Network has 12-14 staff, serving 25-30 schools.

Superintendents

Superintendents are the instructional and managerial leaders of their districts.

A supervisor over district schools, Superintendents are responsible for:

- Principal Performance Reviews
- Approval of teacher tenure decisions
- Quality Review training and evaluation
- Integrating new schools to campuses
- New Principal appointments
- Union consultations
- School closure investigations
- Support for school closure
- District Leadership Team
- District Planning Committee
- CEC and CEC sub-committee meetings
- Presidents' Council engagement

Key working principles:

- ✓ Superintendents work closely with networks to ensure schools are supported and are making effective supervisory decisions.
- ✓ Superintendent work is district based.
- ✓ Superintendents continue to spend a majority of their time in schools.
- ✓ Superintendents continue to facilitate communication, collaboration and resolution within the community.

Superintendents continue to ensure implementation of all provisions of law, rules and regulations relating to the management of schools and delivery of instructional services.