The K-12 Education Plan is designed to pinpoint and nurture talents that often remain undiscovered for a large segment of our student population. This has become increasingly commonplace since the disproportionate emphasis on standardized tests as the primary measure of determining academic proficiency. As Mayor, I would overhaul the current system in favor of a more progressive and future-oriented system of education.
The 30-Point Plan covers the following:

- Assessments that identify students’ strengths as learners and pinpoint students’ areas of interest.
- Emphasis on technology and analytics.
- Resuscitation of vocational education/Career and Technical Education (CTE).
- Ensuring that the NYC Department of Educations’ short-term objectives and long-term goals align and prioritizes service to student’s needs from economically challenged backgrounds (schools listed on the Economic Needs Index - (ENI) schools)
- Incorporation of left-brain (logic) and right-brain (creativity) instruction as well as instruction geared towards kinesthetic/tactile, audial, and visual learners.
- Increased exposure to music and art education.
- Strong support for foreign language courses.
• Teacher training that prepares students for 21st century demands in higher education career fields, and entrepreneurship.

• Teacher assessment that considers more than student performance on standardized tests as a measure of teacher effectiveness.

• Implementation of effective anti-bullying initiatives (especially cyberbullying);

• Strategic partnerships with corporate sector, government agencies, and higher education institutions (i.e., CUNY/SUNY colleges, Historically Black Colleges and Universities, Yeshivas, and tri-state private colleges).

• Massive school building overhaul.

• Mandated courses in people appreciation (diversity), environment preservation (green education), New York City history, and civics.

• Comprehensive support for special needs students (and their parents/guardians);

• Health and safety training for teachers, administrators, and staff.

• Tuition reduction at select colleges and universities for education majors who eventually teach in New York City public or private schools.

• Tuition reduction at select colleges and universities for teachers pursuing graduate degrees in education disciplines.

• School-to-School partnerships, communities, and pipelines.

• Robust fitness and sports programs and increased funding, particularly for non-traditional sports (i.e., gymnastics, lacrosse, tennis, golf, video gaming, fencing, etc.);

• More courses “guest taught” by seasoned professionals.

• Robust support services for students requiring guidance and counseling.

• More money for city-sponsored college scholarships.

• City-tax reduction for teachers, administrators, and staff.

• Stronger ties to community-based organizations.

• Flexible school scheduling and continued utilization of distance learning.

• Administrator and teacher retreats designed brainstorm ideas to improve education.
• Reduced class size.

• Provision of education resources and support mechanisms for “sheltered” populations.

• Increased parental engagement.

• Incorporation of student-body representatives and government elected by students; and

• School buildings remain open (weekday evenings and weekends) to offer programs and activities for community residents, as well as open schools during school term breaks and summer.

**Special Education Action Plan**

Ensure that all children with disabilities have available to them a free appropriate public education. Ensure that the rights of children with disabilities and their parents are protected. Ensure that any planned budget cuts will not impact this vulnerable student population.

**12-Point Plan**

1. Develop a City-Wide Systemic Special Education Improvement Plan.

2. Develop an adequate system that tracks missed services and provides compensation for those lost services or mandated makeup services.

3. Develop an adequate Graduation Rates Indicator.

4. Develop an adequate Drop- Out Rates Indicator.

5. Develop an adequate assessments Indicator.

6. Develop an adequate Suspension/Expulsion Indicator.

7. Develop an adequate measure to determine the Least Restrictive Environment – School Age Indicator.

8. Develop an adequate Preschool Outcomes Indicator.

9. Develop an adequate Parental Involvement Indicator.
10. Develop an adequate measure to determine to the Disproportionality in Special Education by Race/Ethnicity.

11. Develop an adequate measure to determine to the Disproportionality in Classification/Placement by Race/Ethnicity Indicator.

12. Develop an adequate Post-School Outcomes Indicator

Adopt the following recommendations outlined in the Protect Special Education NYC & Special Support (PSENYC & SSS) petition that is currently being distributed.

1. “Prioritize space and staffing for the 66,000 students in self-contained programs (e.g., 12:1:1, 8:1:1, 6:1:1) including the 25,000 students in District 75 and 41,000 students in community schools. Prioritize all students in self-contained programs for in-person, 5-day instruction consistently (without alternating weeks)” (PSENYC & SSS).

2. “Prioritize hiring certified special education teachers to fill staffing gaps” (PSENYC & SSS).

3. “Clarify and document what is appropriate special education service delivery. School teams need to document when services are not provided due to inappropriate staffing in the PAD (Program Adaptations Document)” (PSENYC & SSS).

4. “Allow schools to offer Related Services Agreements (RSA’s), which will allow parents to seek independent providers for services such as speech, OT, or physical therapy, to students who have live instruction for core classes and related services scheduled at the same time” (PSENYC & SSS).

5. “Create a proactive plan for students with disabilities to catch-up on missed services and partial service delivery. Families need an efficient way to access missed services. This could include offering RSAs/P4s when services do not happen or are partially provided. Skills remediation should be built into future year” (PSENYC & SSS).
OPERATION P.I.P.E.L.I.N.E.

“COMPETITIVE ADVANTAGE” INITIATIVE (OPERATION P.I.P.E.L.I.N.E.) FOR SCHOOLS LISTED ON THE ECONOMIC NEEDS INDEX

Overview

How do we “ready”/“prepare” students to assume the challenges in a depressed economy? What should be the de-facto competencies (beyond standardized tests) students should possess that will ease their transition from high school to the university? How do we, as education administrators, (1) build and create learning institutions that create legacies? (2) develop funding pathways so our initiatives can be manifested? (3) create intra-school dynamics (culture) that energize the internal and external constituents (students & teachers, neighborhood residents, community organizations)? and (4) transform our school from a building/institution to a multi-faceted academy (i.e., learning center, business, community centerpiece, and neighborhood landmark) that becomes the standard of excellence for high schools?

The accomplishment of these goals based on the questions appears to be quite audacious, and some may argue—farfetched. However, our philosophical approach (strategy), concrete methodology (tactics), commitment, and execution can make these goals attainable.

A school’s leadership apparatus must be fully stimulated and energized, possessing the right balance between optimism and realism. The teachers should be equally energized along with the instruction, and the curriculum must be dynamic. It’s a question if sponsorship. How do the leadership and educational apparatuses manifest, model, and sponsor the type of energy that will galvanize the student body, empower the parents, and captivate the community?

The sponsorship of this energy needs a conduit—a pipeline. Pipelines transport solid, liquids, or gases from one point to another. The high school of the “new” millennium’s second decade must be a pipeline, a pipeline of Educational Dynamisms—E.D. There are eight elements that need to be placed and transported through this channel, thus we call it: Operation P.I.P.E.L.I.N.E. The eight elements are the following: Proposal writing, Innovative instruction, Partnering, Extra-curricular activities, Leadership, Integrated marketing, Neighborhood transformation, and Efficiency. Each element of Operation P.I.P.E.L.I.N.E. will be discussed more fully in the body of this proposal.

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Operation P.I.P.E.L.I.N.E.

Operation P.I.P.E.L.I.N.E. is an extension of a vision, mission, and philosophical intent (strategy) that believes the school should become a “community icon.” Being a “community icon” is not just the school becoming a cornerstone, beacon, or haven—it means the community is defined and has its identity in the school, not the school being defined and having its identity in the community. This is not elitist; it’s bold, it’s daring, it’s revolutionary. It is iconic. Where is Harvard? Harvard’s not in the town; the town is in Harvard! Columbia University is located in Harlem—but you think of it as distinct. They are icons.

The elements are:

- Proposal Writing
- Innovative Instruction
- Partnering
- Extra-curricular Activities
- Leadership
- Integrated Marketing
- Neighborhoods Transformation
- Efficiency

Proposal Writing

A school’s ability to generate well-articulated, content-rich proposals is vital to securing funding and other resources needed to expand its offerings qualitatively and quantitatively. In a ten-month period, a school should generate 125 proposals with a minimum acceptance rate of 33 1/3%. In dollars, these proposals should generate three times the school’s annual budget. The proposal-writing staff would consist of two full-time writers, four researchers who are college interns/aides, and at least twenty students (five of whom are assigned to each college intern/aide).

The school’s enhanced reputation would significantly increase the proposal acceptance rate along with the backing from strategic alliances.
Innovative Instruction

The primary service of an educational institution is the instruction. Innovative instruction is a brand of teaching/education that is teacher and learner centered. It challenges teachers—in all the right ways, and challenges students—in all the right ways. Instruction should utilize technology as well as standard classroom teaching and learning. This element becomes an enabler for the school achieving “icon” status via three processes: selection of the best educators, procurement of cutting-edge resources, and development and participation in teacher-education programs.

The instruction element should become “sensational” in terms of educational impact. Sensational instruction is not defined solely by the numbers (standardized test scores); it’s more a function of creating an ideal teaching and learning experience. It should be invigorating for the service provider (teacher) and consumer (student)—and at its best, the teacher becomes a student of sorts, and the student becomes a teacher of sorts.

Partnering

The school must forge partnerships with organizations, notables, and community residents. Partnerships are strategic alliances and networks featuring “give and take.” As a pipeline element, partnering serves to develop relationships that can facilitate support. These strategic alliances/partnerships formation is not limited to the school principal and administrative team. The teachers serve to develop the network along with the parents, students, and alumni also participating in the networking campaign as well. The school should have communication vehicles that keep essential partners informed regarding the school’s initiatives. The school newspaper/magazine’s distribution list is not limited to the students and teachers. It is everybody who is connected to the school.

Extra-curricula Activities

Schools need to offer a series of activities from daycare to sculpturing, to parenting workshops, to chess classes, to cooking, to job hunting, to GED, to college prep, to senior citizen initiatives, etc. Extra-curricular activities mobilize the students, parents, and community. They extend the day in terms of hours and the week in terms of days. Extra-curricular activities also become an avenue of employment. Schools are schools during the day but become the 92nd Street Y during the evenings. The demand for such services and activities is high,
particularly in economically depressed neighborhoods during equally depressed economic periods.

Since demand is not the challenge, the vibrancy of extra-curricula activities is directly related to the budget/funding. Enlarging the funding is accomplished through the proposal writing element.

**Leadership**

The school’s leadership apparatus is the catalyst for all things being possible. Many principals are deluged by the bureaucratic demands and accountabilities that require endless paperwork. Much of this work can be handled by assistant principals and teachers. Leadership on the school level is about “Meet, Greet, and Hit the Streets” meaning conduct and attend meetings (meet), expand contacts and network (greet), and be visible inside and outside the school (hit the streets). Ideally, good leadership prepares secondary leadership to assume primary leadership positions. The school should become a training ground for new principals. This provides avenues for upward mobility amongst the teacher ranks since assistant principals will be moving on (which is productive turnover) to lead their own schools. Moreover, assistant principals becoming new principals allows for the development of networks and partnerships between schools.

**Integrated Marketing**

Marketing involves creating a disposition within your audience that makes them more likely to think, believe, and/or behave in ways that are in accordance with your goals. In part, this is accomplished by (1) defining the audience, (2) accessing them, (3) creating awareness, appreciation & appeal, (4) getting them to act, and (5) encouraging them to advocate (7A Marketing). Hats, t-shirts, ties, buttons, jackets, mugs, pens/pencils, etc., are advertising devices.

**Neighborhood Transformation**

Even though the school is one of many organizations based in the community, the school must be the most impactful. Schools are the centerpiece for voting, and clearly, schools can be a centerpiece that goes beyond voting. Many neighborhoods are in depressed or regressed neighborhood, but the school can be a leading force for a neighborhood’s revitalization. The
other seven elements serve to empower the school to such an extent that it (school) can
empower a community. An empowered community empowers the school, and then an
empowered school empowers the community resulting in a wonderful synergy.

**Efficiency**

Any organization that operates within high-efficiency parameters is an organization that will be
respected and have longevity. Schools need to have systems that galvanize critical inputs so
that productivity is maximized. Operation P.I.P.E.L.I.N.E. requires that a school has a general
manager that creates the nexus between the various operating systems. The general manager
should be an educator who also has formal education as well as experience in business. The
principal nor assistant principals should not assume this role.

**Summary & Conclusions**

Operation P.I.P.E.L.I.N.E. consists of eight elements that are designed to transform a school
from an academic edifice to a fluid, dynamic, significant, and respected community pillar.
While a sizable investment is needed to accomplish this end, the return is exponentially greater
than the initial investment.

The new schools are multi-dimensional and continue to push for excellence by never being
contented with accomplishment. It is a mindset that begins with the leadership's articulated
vision and mission. As we stated earlier, it is bold, uncompromising, and optimistic. Operation
P.I.P.E.L.I.N.E. is not a feel good or a pipe dream—it is a pipeline that enables a school to
become iconic—and more importantly, for the students to reach that status in their own right.

**Website**

Official Quanda Francis Mayoral Campaign Website - [https://www.quandafrancis.com/](https://www.quandafrancis.com/)