



# REACH©, LLC

# ANNUAL REPORT

## FY 2016

*Leaders of Innovation...Champions of Educational  
Equality...Achievers of the Impossible in School Turnaround!*

**REIMAGINE EXCELLENCE AND ACHIEVEMENT CONSULTING  
HOUSE, LLC.**

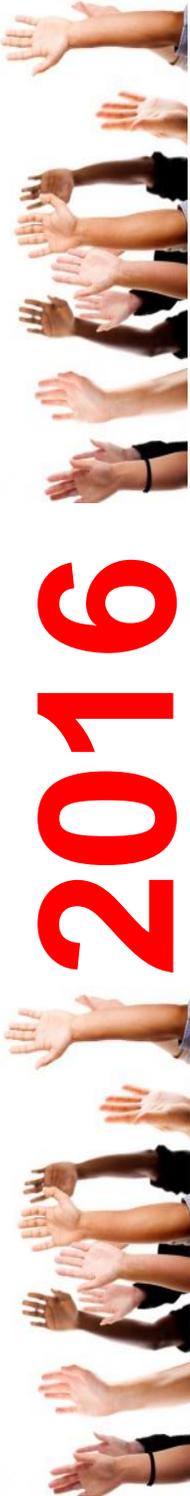
---

Tel 917-475-1464  
Fax 917-475-1242

434 Malcolm X Boulevard  
2nd Floor Suite 1  
New York, NY 10037

[www.reachedsolutions.com](http://www.reachedsolutions.com)  
[contactus@reachedsolutions.com](mailto:contactus@reachedsolutions.com)

---



## Contents

About REACH©, LLC	1
REACH©, LLC Leadership and Team	2
REACH©, Reimagine University, and ELITE	8
Our 2015-2016 Services at A Glance	10
Data and Impact	12
REACH©, LLC Five Year Plan	14
Contact Us	15

# Reimagine University



**Innovation is Limitless...**  
**And So Follows Improvement**

We improve  
education  
experiences  
for  
students...  
one school  
at a time!

## Our Beliefs

---

### Vision Statement

Through collaboration, commitment, and a common quest for understanding worldly academia and cultural competence, our students will develop citizens of the world, who will help create and maintain a better place for everyone to live and thrive.

### Mission Statement

Our mission is to provide high quality personal coaching and support so that schools and districts develop the skills and culture to improve achievement and sustain success. REACH©, LLC achieves this mission by providing side-by-side and shoulder-to-shoulder coaching for district teams, school leaders, coaches and families. Our goal is to provide guidance for using our unique, innovative templates that help schools organize data; explicit protocols that lead to effective teacher collaboration; and other course-like programs that address structures, systems, and other concepts that exist in highly effective schools.

### Operating Highlights

Reimagine Excellence and Achievement Consulting House (REACH) is a private, sole proprietor, consulting firm dedicated to increasing student achievement by supporting and coaching school communities through its school improvement and sustainability efforts.

### Looking Ahead

Our goal is to become a premier service provider and educational partner for schools and districts servicing students living in low-income communities and districts. Our quest to ensure that we assist schools develop a leveled-playing field for all students requires REACH© to continue to be innovative with developing products, delivering side-by-side support, and its mentoring and coaching strategies.



**Dr. Monica George-Fields** is the President and Chief Education Officer of Reimagine Excellence and Achievement Consulting House (REACH). She brings 30 years of experience as a district-level leader, a turnaround school principal, teacher, and education advocacy to the efforts of leading school innovation policy in the New York State Education Department (NYSED) and supports to districts and schools.

As a Senior Fellow for School Innovation for the Regents Research Fund, George-Fields was the architect of the state's Diagnostic Tool for School and District Effectiveness (DTSDE), a school and district review tool used to evaluate the practices of all federally identified schools and districts. She also greatly contributed to and authored sections of New York State's approved waiver of the United States Department of Education (USDE) Elementary and Secondary Elementary Act (ESEA) of 1965. Monica also led the charge to convert required annual School Comprehensive Education Plans to 3-year strategic plans, which resulted in the adoption and implementation of the Strategic Plan for School Excellence for all 700 Focus and Priority Schools. In 2015, New York State Commissioner MaryEllen Elia appointed Monica to be the Special Monitor of Education to work with East Ramapo School District, a district that had experienced long-term racial divide, low student achievement, and fiscal distress.

*“Among the many accomplishments that occurred during your time as monitors were that the District was able to hire a new superintendent, improve teaching and learning for its students, increase transparency and communication with the community, and begin the process for much-needed capital repairs and projects.”* Commissioner MaryEllen Elia



Prior to becoming a senior fellow, she held positions at the New York City Department of Education, including Deputy Senior Supervising Superintendent, Deputy Chief Education Officer for Cluster Three, Senior Director of Policy and Strategic Planning for the Division of School Support, and Director of Curriculum for Empowerment Schools. In these roles, she supported schools and was the Department's point person for Principal Performance Review evaluations, providing professional development workshops to over 900 principals, superintendents, and network team members.

Earlier, George-Fields served for six years as principal of Adam Clayton Powell Jr. Elementary School (Public School 153 in Harlem), with an enrollment of over 1,800 students, 90 percent of whom were eligible for free and reduced lunch and 45 percent of whom were English Language Learners. She successfully worked with the faculty and private corporate partners to dramatically increase student English language arts and math scores to remove the school from the state's failure list. During George-Fields's final year in Public School 153, the school was one of 14 in New York City to receive a Quality Review designation of Outstanding. Prior to successfully turning around Public School 153, George-Fields served as an assistant principal, staff developer, and teacher. She currently teaches at The College of St. Rose and served for several years as an adjunct professor for Fordham University Graduate School of Education.

George-Fields holds a Bachelor of Science degree from Florida A&M University in Political Science, a Master of Science in Education in Educational Leadership from Bank Street College of Education, a Master of Education in Organization & Leadership from Teachers College, Columbia University and a

Doctorate of Education from Teachers College, Columbia University concentrating in Urban Education and Leadership.

\*\*\*\*\*

Dr. Peter L. McFarlane is currently the Vice President and Chief Product Officer of REACH©. As a life-long educator, Peter was the Senior Program Director of School Innovation for the New York State Education’s Department Regents Research Fund. As the Senior Program Director, he worked in collaboration with the Senior Fellow of School Innovation as a thought partner. His work encompassed a number of key policies and statewide initiatives, which included: NYSED Expanded Learning Time, the NYSED Rewards School Grant Initiative, NYSED Certification Program, NYSED Professional Learning Community Initiative, and The Strategic Plan for School Excellence. His primary work was centered on supporting Focus and Priority Schools and Districts around their school improvement efforts. In 2012, he was also a Think Tank working group facilitator during the creation of the Diagnostic Tool for School and District Effectiveness. (DTSDE).



Prior to working with the Regent Research Fund, Dr. McFarlane was the principal of the Hugo Newman College Preparatory School located at 370 West 120th Street in Harlem New York. He received his advanced degree from Teachers College, Columbia University with a focus on school restructuring and its impact on urban schools. He has been an educator for over thirty-one years and his in-school experience is very diverse. During his tenure at the Hugo Newman College Preparatory School – PS/IS 180M, he successfully led the school’s removal from the School Under Registration Review (SURR) list to a School in Good Standing, which was based on his facilitation of an increase in reading and mathematics achievement for twelve consecutive years.

Dr. McFarlane was honored by the New York City Department of Education as an outstanding educator representing his school district as “Principal of the Year.” He received the Harlem Chamber of Commerce Outstanding Principal’s Award as well as the Cahn Fellowship as an Outstanding New York City Principal. He also was a member of the Cahn Fellow Board of Directors. Under his leadership Hugo Newman College Preparatory School – PS/IS 180 received the following awards: Schools to Watch, The Panasonic National School Change Award, and The Blackboard Award for Rising Star Elementary School, A Rising School to Watch and the Interagency Outstanding Early Childhood Award.

Delta Sigma Theta Sorority Incorporated recognized him for his tremendous community service. He has worked with Dr. Lorraine Monroe’s Leadership Institute as well as Columbia University’s Teacher College Department of Organizational Leadership where he has been a featured panelist working with principals and superintendents. He was honored by Education Update with his colleague of mentor principals as an Outstanding Administrators for the 2010 school year.

Over the past decade, The United Federation of Teachers, the American Federation of Teachers, The New York Times, The Daily News, The New York Post, The Amsterdam News and a host of other publications have written articles that have focused on the work of his school around organizational transformation. His school has hosted schools and political delegations from Pennsylvania, Egypt,

Sweden, Japan, California, Washington, D.C. and Georgia focusing their visits on school change, leadership strategies and professional development. He also worked in partnership with head teachers from the United Kingdom.

Dr. McFarlane continues his scholarly work with Dr. Margaret Terry Orr, Associate Professor of Educational Administration at Bank Street College exploring school change and its impact on academic achievement and the social development of urban schools. They are currently collaborating on a project that explores how one can substantially change a school from within by developing the curriculum expertise of teachers.

**Meet Our Senior Achievement Facilitators Who Fulfilled 2015-2016 District and School Contracts**



**Dr. Lori Allen** is a successful former school leader and instructional specialist with the New York City Department of Education. Lori has over 25 years of experience as a teacher trainer, mathematics coach and mentor in a variety of school settings. As a REACH SAF, Lori is available to provide professional support to clients through face-to-face, electronic, and telephone consultations aligned to Curriculum, Instruction and Professional Development.

\*\*\*\*\*



**Lori Bennett** is an Educational Consultant with over 35 years in school redesign/school-based management, team-building/group dynamics, and staff development, and has additionally served as a Senior Achievement Facilitator within the NYC Department of Education. She has interacted effectively with professionals of all disciplines and has facilitated group discussions and workshops geared toward achieving cohesion among all stakeholders involved in the educational community. Lori is an accomplished leader and educator with a depth and breadth of experience in the educational field.

Serving as Director of Middle School Initiatives, Teaching and Learning, Lori led the initiative designed to provide a model of support for 51 of our lowest-performing middle schools as they progressed on the path to higher achievement. In this position, she worked with middle schools to ensure rigorous academic programs and best practices for effective middle schools.

As a Local Instructional Superintendent, Lori supervised a network of Middle School Principals, managed budgetary compliance and both articulated and implemented clear theories of pedagogy and organizational growth aligned with the DOE's larger vision. During this time, she became keenly concerned with weaving her interest in the middle school platform into building effective bridges among the elementary, middle and high school experiences to ensure that all students make a smooth transition as they move from different levels of education.

\*\*\*\*\*



**Dr. Karren Dunkley** is a certified coach who specializes in intercultural competency, teacher-effectiveness and leadership coaching. Dr. Dunkley has enjoyed a life of service in education as an urban district leader, principal, teacher and coach. Her vision is to ensure equity, access and excellence for all scholars and their families. Dr. Dunkley currently serves as the principal of Parkway Center City High School in The School District of Philadelphia. Dr. Dunkley was recently honored with a Lindback Award for Distinguished Principal Leadership from the Christian R. and Mary F. Lindback Foundation. Prior to taking the helm of Parkway

Center City, Dr. Dunkley served as deputy chief academic officer and deputy chief of the Office of Parent, Family, Community Engagement and Faith-Based Partnerships. She spearheaded the formation of Parent Family Resource Centers and Parent University, which offers classes in parenting skills, family literacy, financial literacy and other topics. She is also the recipient of the Tuskegee University Education Advocacy Award and the Omega Psi Phi Educational Achievement Award.

\*\*\*\*\*

**Maria T. Esponda** is the Senior Executive Director of National Facilitation for New Leaders for New Schools. Maria was the Executive Director of Leadership Programs and Development for the New York

City Department of Education. Maria began her career in the NYCDOE seventeen years ago as a classroom teacher. During her career, she worked in a variety of roles, including teacher developer, regional instructional specialist, middle school facilitator, principal, deputy network leader for the Bradbury Children First Network, and senior director of school organization within the Division of Academics, Performance, and Support. Her accomplishments as a principal included: establishing partnerships to promote the arts and technology and transforming her school into an “A” school. As a deputy network leader, she established



relationships with school communities to guide the instructional work around inquiry, school structures, accountability and achievement to promote coherence in the network. As the Executive Director of Leadership Programs and Development, Maria directed the principal pipeline for the NYCDOE. This included managing the Leaders in Education Apprenticeship Program (LEAP), and collaborating with the NYC Leadership Academy, New Leaders, Bank Street, Teachers College-Summer Principal Academy, Fordham University, and the Relay Graduate School of Education to support their leadership development programs and ensure coherence and sustainability.

\*\*\*\*\*

**Dr. Lisa Gioe** has been a public school teacher, staff developer and administrator for 21 years. A product of the CUNY schools, Dr. Gioe completed her Bachelors of Science and her first Master’s degree at Brooklyn College. She completed her second Master’s degree at the City College of NY. She is the founding Principal of the Math and Science Exploratory School, a middle school in Boerum Hill Brooklyn, which opened Fall 2003. Dr. Gioe developed the middle school ASD Nest program in 2006 for students on the Autism



Spectrum, which is now replicated in middle schools citywide. She received the Blackboard Award, “Best Middle School in Brooklyn” and in 2008 was awarded a Cahn Fellowship designed by Teachers College to recognize outstanding principals. She completed her Doctoral Studies at Teachers College, Columbia University in the spring of 2012. Dr. Gioe founded Millennium Brooklyn, a high school in Park Slope Brooklyn, which opened Fall 2011. She was accepted into and completed the Leadership for Educational

Achievement Foundation's Future Superintendents Academy during the 2013-2014 school year. In the spring of 2014, Dr. Gioe was recognized as one of Brooklyn's "128 Influential: People Who Matter Right Now" by The New York Observer. In the fall of 2014, she accepted the Blackboard Award, "Best High School in Brooklyn" with her founding faculty. She celebrated her first graduating high school class in June 2015.

\*\*\*\*\*



**Ms. Veronica Goka** was born, raised, and educated in Ghana, West Africa. She brings over four decades of experience as an educator. A graduate of Wesley College and University of Cape Coast in Ghana, she later pursued advanced degrees at the City University of New York and Mercy College. Veronica taught in Ghana, Liberia and in a private school in Manhattan before joining the New York City Department of Education. She was nominated for the Distinguished

African American Educator by the Superintendent of District Six. As a professional development specialist she pioneered the implementation of the best practices in literacy instruction in a very traditional school to move student achievement. During her tenure as an assistant principal in a school in District 11, the school's literacy scores improved tremendously.

During her first three years as the principal at The Helen Keller School-P. S. 153 in the Bronx, Veronica led her team to remove the school from Year 3 in Need of Improvement to Good Standing. Within 5 years, the Helen Keller School was named a Reward School by New York State Education Department. She worked tirelessly to create systems and structures to improve student achievement and to engage teachers in meaningful professional development. Student performance and progress improved significantly in ELA and Math, which earned the school an A on the Progress Report for three consecutive years. By the end of her tenure, the Helen Keller School had become the most sought after elementary school in District 11.

\*\*\*\*\*



**Dr. Debra Jackson** has 22 years experience as a Superintendent of Schools in New York and New Jersey. She has served as an educational leader in diverse positions including Assistant Superintendent, Secondary and Elementary Principal, Director of Curriculum, Gifted Education, and OEP representative for NYSED. Dr. Jackson has published and co-authored in various journals and books in her field. She was named as the 2014 National Leader of the Year for Tech & Learning.

Debra has a significant background in organizational theory, and in cultivating strategic systems and leadership capacity. She has served as an adjunct professor at SUNY New Paltz and at Mt. St. Mary's College instructing in Supervision, Finance, Leadership, the Superintendency, Statistics and Critical Issues. She has presented at numerous seminars and workshops focusing on a variety of leadership and advocacy issues affecting public education. She is an active member of the National Superintendents Roundtable, Suburban School Superintendents, and American Educational Research Association and has served in educational organizations such as MSAN (Minority Students Association Network), MISA (Military Impacted Schools Association), GCS (Gifted Child Society), MHSSC (Mid-Hudson School Study Council), NYSCOSS (NYS Council of School Superintendents), and the Tri-State Consortium. Dr. Jackson holds a Bachelor degree in Fine Arts from Manhattanville College, and a Masters in

Administration, Policy and Urban Education from Fordham, Lincoln Center, where she received her doctoral degree in Leadership.



**Dr. Varleton McDonald** is consultant, executive coach and mentor. He is CEO/Founder of Maverick Youth Services and Board Chair for The New American Academy Charter. Dr. Varleton “Mac” McDonald is an educator with over 28 years of experience in the New York City Department of Education as a teacher, district and executive level administrator. Dr. McDonald’s career included being a successful principal of one of the most dangerous and lowest performing schools in NYC history, where he stabilized and created exemplary instructional strategies that supported teachers and students toward improvement. As a Congressional Award winner, Dr. McDonald served as Local Instructional Superintendent for high schools where he implemented school improvement initiatives and supervised school leaders. As Senior Director in NYCDOE he led the launch of the first (2012) NYCDOE Parent Academy.

\*\*\*\*\*



**Dennis B. McKesey** is a dedicated, innovative and resourceful education professional with more than twenty (20) years of experience in working for private, public and charter schools in New York City. He now consults nationally with teachers and administrators at schools and districts and has presented at school leadership conferences. As a former principal at one of the most premier charter schools in the country, he built a proven track record of success and desired to share his effective and beneficial strategies with other educators in the area and across the nation.

He also serves as a Graduate Professor at his alma mater, Mercy College in the Educational Leadership Department. He inspires his students to promote success by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

Featured in Paul Tough's book *Whatever It Takes*, McKesey has a passion for direct involvement with the education of children through effective school leadership. He tailors and delivers professional development in areas of leadership and staff development as well as curriculum and instruction. He has the proven ability to create and monitor policies and practices that promote a safe learning environment; ensure a school culture that encourages continuous improvements for teachers and students; develop an environment that encourages open communication with colleagues, students, and the community; and mentor educators in the creation and implementation of class instruction, lesson plans, and student assessment in conjunction with state learning standards.

\*\*\*\*\*

## Meet Our Achievement Facilitators Who Fulfilled 2015-2016 District and School Contracts



**Yuisa Davila** is a successful teacher with over 15 years of educational experience working with English language learners, gifted and talented, and school improvement. As an academic facilitator, Yuisa works directly with REACH© clients to provide face-to-face consultation aligned to curriculum and teacher development.



**Valerie Rhodes** has over 30 years of experience as a successful early childhood teacher, coach, and curriculum staff developer. Valerie has worked with gifted and talented and with students with disabilities. As an academic facilitator, Valerie works directly with REACH© clients to provide face-to-face consultation aligned to curriculum and teacher development.

from  
answers  
to  
action

## Our Programs

---



REACH© Educational Solutions provides a variety of in-district and in-school services that address the unique needs of the students and community. These services are delivered in person, using our face-to-face, shoulder-to-shoulder protocol. Our in-district and in-school services include:

- School Leader Coaching
- Teacher Leader Coaching
- Teacher Mentoring
- Effective Use of Data
- Teacher Team Development
- School Culture Development and Improvement
- Focused School Walks
- School Survey
- District Leadership Coaching and Professional Development
- School Reviews
- After-school Arts Institute
- Strategic Planning Improvement Plans (School Improvement Plans)



### **Reimagine University™**

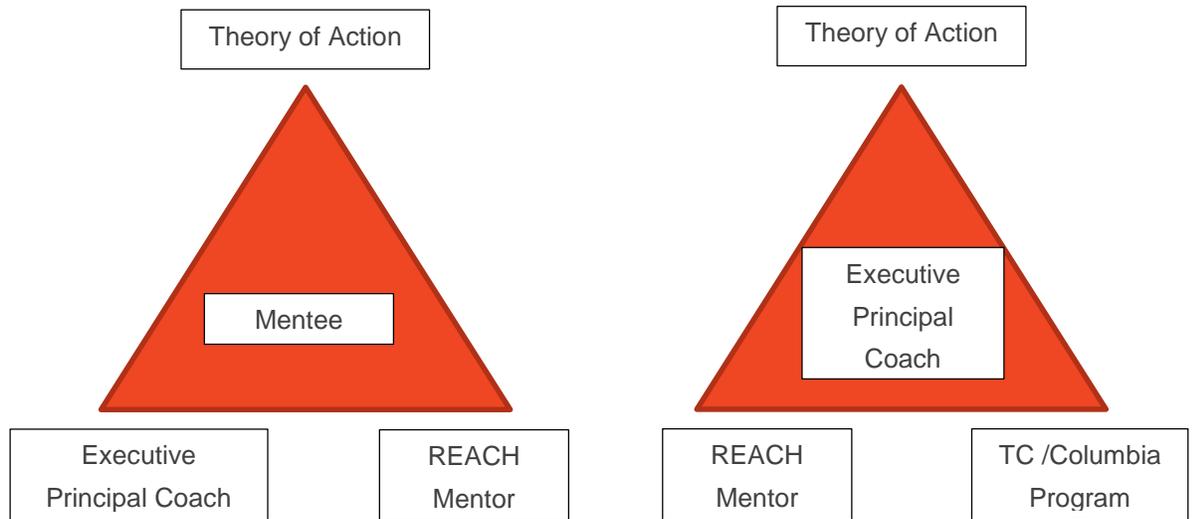
Reimagine University (RU)™ is a subsidiary of REACH©, LLC and provides single- and multi-day seminars and year-long institutes. In addition, RU™ offers workshops that are offered as one-shot informational sessions. These offerings include, but are not limited to:

- Teacher Leader Institutes
- Parent Coordinator Seminars
- Assistant Principal Seminars
- Student Leadership Institutes
- School Leadership Team Seminars
- Strategic Planning Seminars



ELITE

The REACH team is known for creating unique and targeted programs to address the specific needs of its clients. The Executive Leadership Institute for Transformational Educators is no exception. We understand that each principal's vision for his or her school and self-development is different and impacted by varying experiences and realities. Therefore, our approach of carefully creating or identifying; an Educational Executive Coach-in-Training program, REACH©, LLC Mentorship experience, and Mentee Principal Triangulation of Development support, will uniquely address the participants' needs. This process is intended to take all of the participants' needs into account and create a system of support that doesn't overwhelm the mentee. This exclusive program has an initial cohort of eleven (11) participants and is in direct partnership with Teachers College, Columbia University. All fees and fiscal support to schools are sponsored by the Heckscher Foundation for Children.



## What Did We Accomplish in 2015-2016?

---

### School Reviews

REACH© Educational Solutions conducted 54 school reviews in the Buffalo, Poughkeepsie, Wyandanch, Mount Vernon, St. Paul Minnesota, and Detroit Michigan School Districts. These school reviews were led by our REACH reviewers who have extensive school leadership experience and special training by Dr. Monica George-Fields (the architect of the NYSED school review process) and Dr. Peter L. McFarlane (DTSDE Think Tank facilitator). During the review sessions, school leaders receive practical advice about their school's practices and strategies. They are also coached on practical strategies that effective school leaders use to garner school improvement. It is typical for school leaders to seek the assistance of the REACH reviewer long after the review process is completed, as his or her knowledge about schools is clear.

### In-Schools and District Services

REACH© Educational Solutions provided face-to-face services to 20 schools in New York City Department of Education, Buffalo, Mount Vernon, Hempstead, and Roosevelt School Districts. These services included a variety of protocols, products, and strategies created by REACH©, LLC. The satisfaction for these services were overwhelmingly positive and all contracts that were fiscally possible, were renewed for the 2016-2017 school year.

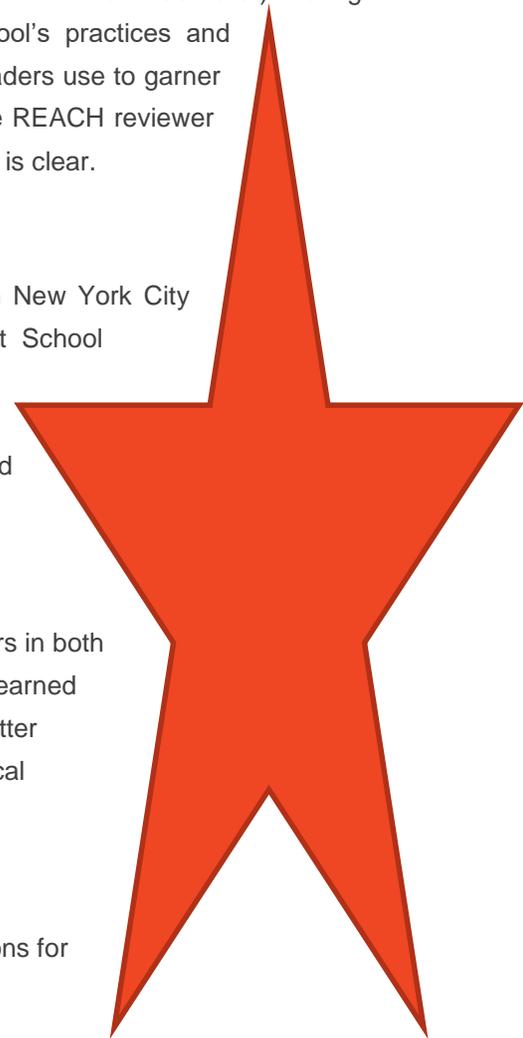
### Reimagine University

Reimagine University provided seminar and institute services to over 175 educators in both public schools, charter schools, and private Yeshiva schools. These participants learned strategies for becoming more effective leaders within their school communities, better participants of the change process in their schools, and strategies for mission critical planning and using data to make informed decisions.

### Takeaways

REACH©, LLC is a firm that encourages constant reflection. As such, our reflections for the work completed in 2015-2016 led us to conclude the following:

- In order to sustain the success we have had with our schools and districts, we must carefully consider the ways in which we add new clients to our list of existing clients;



- Our careful selection of facilitators has ensured that our quality of services is high, which means we must continue to carefully add facilitators to our existing staff and provide on-going internal training to ensure consistency of services;
- Due to the demand and satisfaction of the participants of our Reimagine University Institutes, we must expand our offerings by creating and implementing more year-long Institutes; and
- To ensure that REACH©, LLC provides all of its clients with timely support and information, we must be committed to staying involved in educational policy-making at the local and federal levels.



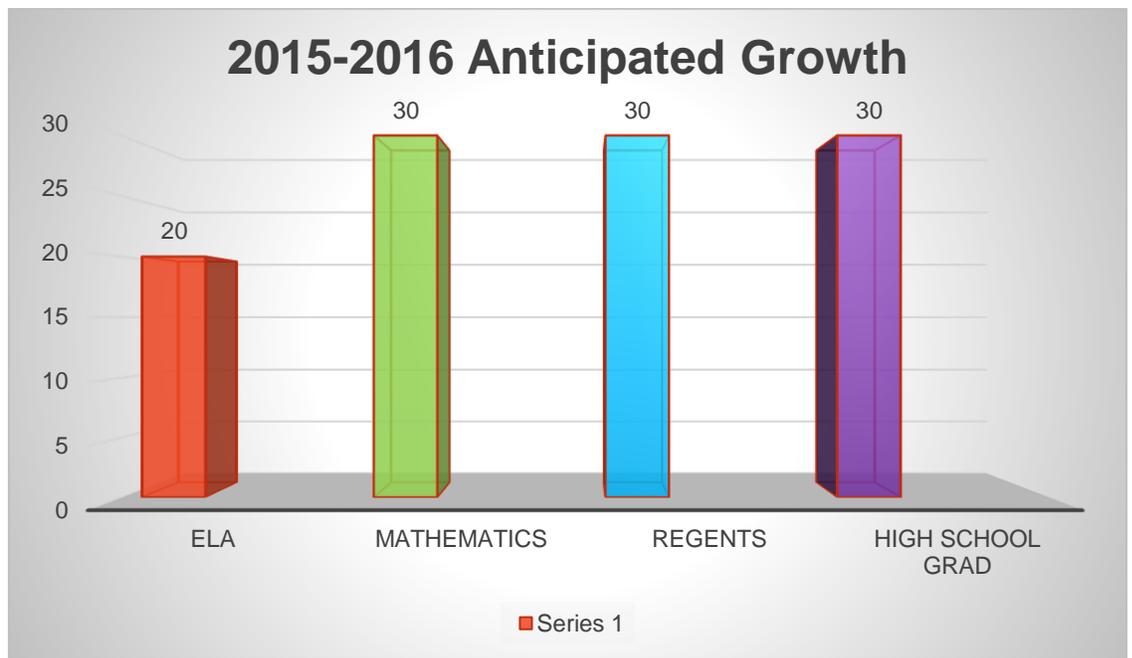
REACH© Facilitators work with schools to close the rhetoric-action gap.

## Quantitative Impact

Based on the preliminary data provided to schools by the New York State Education Department Office of Accountability, REACH© schools have significantly increased student achievement in English language arts, mathematics, content Regents assessments, and graduation rates.

On average, our schools have increased:

- High school graduation rates by 30%;
- English language arts by 20%;
- Mathematics achievement by 30%; and
- Regents assessments (in areas supported by REACH© facilitates) by 30%



**REACH© Facilitators work with schools  
to close the rhetoric-action gap.**

## Qualitative Impact

---

The greatest testament of REACH©'s work with schools and districts occurs during the school year when we are steeped into providing supports. The below statements, survey results, and school review data represents some of the qualitative impact our firm has had on our clients:

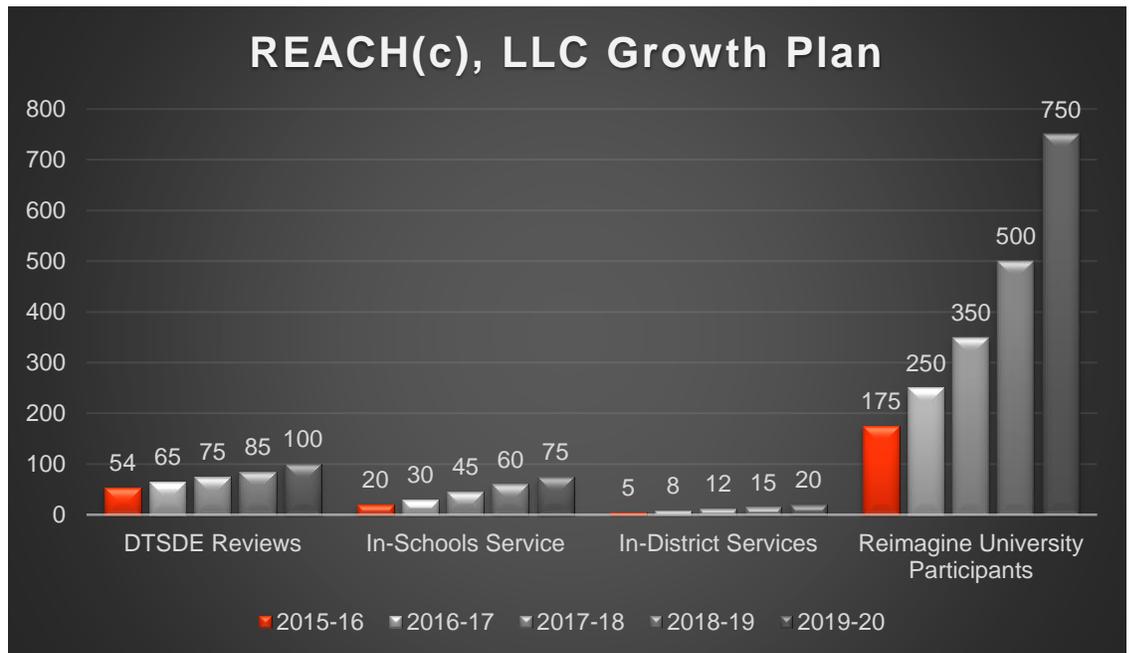
### Statements:

1. REACH© Educational Solutions Instructional and Curriculum Supports: "I am really optimistic about the school you are working with. I can feel the difference and their interim data is moving in the right direction. It is clear that they will have significant gains, this year" -NYSED Assistant Commissioner
2. REACH© Education Solutions Effective Use of Data: "I was delighted to observe her data wall, which contained a list of all of her students along with their academic progress. This is an excellent tool to keep everyone focused on school work" -Chancellor Carmen Farina
3. REACH© Educational Solutions Focused School Walks: "I never expected to see such rapid results from the in-class protocols. The students responded so well to the leadership opportunities. It was amazing to watch" -Classroom teacher
4. REACH© Leadership Development: "I am being pushed in ways that are making me a better leader for my staff and students" -School leader
5. REACH© Teacher Leadership Development: "The self-awareness that resulted from the training as well as an opportunity to work with such dynamic professionals. The facilitators throughout the week were excellent" -Teacher Leader Institute Participant
6. REACH© DTSDE Reviews: "Develop plans within this work to 'partner' with the school to come back to coordinate small reviews to support and review changes made."

REACH© Facilitators work with schools to close the rhetoric-action gap.

## REACH© Educational Solutions

REACH© will increase its outreach to schools and districts by developing a strategic plan to market the company's success and products. In addition, REACH will develop a needs assessment tool via a survey to evaluate potential clients against the points of readiness for REACH©'s services. The chart below represents REACH©'s five-year plan for growth and success:



## Contact Information

---

To replace a photo with your own, right-click it and then choose Change Picture.



**Earl Mitchell**  
Director of Operations  
**Tel** 917-475-1374  
**Fax** 917-475-1242  
[emitchell@reachedsolutions.com](mailto:emitchell@reachedsolutions.com)



**Turquoise Gaddy**  
Director of In-School and District Services  
**Tel** 917-475-1464  
**Fax** 917-475-1242  
[tgaddy@reachedsolutions.com](mailto:tgaddy@reachedsolutions.com)



**Peter L. McFarlane**  
Vice President and CPO  
**Tel** 917-475-1280  
**Fax** 917-475-1242  
[pmcfarlane@reachedsolutions.com](mailto:pmcfarlane@reachedsolutions.com)



**Monica George-Fields**  
President and CEO  
**Tel** 917-475-1366  
**Fax** 917-475-1242  
[mgfields@reachedsolutions.com](mailto:mgfields@reachedsolutions.com)

## Company Information

---

**REIMAGINE EXCELLENCE AND ACHIEVEMENT CONSULTING HOUSE, LLC.**

434 Malcolm X Boulevard  
2nd Floor Suite 1  
New York, NY 10037  
**Tel** 917-475-1464  
**Fax** 917-475-1242  
[www.reachedsolutions.com](http://www.reachedsolutions.com)

# Our 2015-2016 Partners

Bedford Stuyvesant New Beginnings Charter School

Buffalo Public Schools, NY

Charles Hayden Foundation

East Ramapo Central School District, NY

Education Achievement Authority, MI

Explore Charter Network

Heckscher Foundation for Children

Hempstead Union Free School District, NY

Icahn Charter Schools

Lyceum Kennedy International School

Mount Vernon City School District, NY

New York City Department of Education, NY

New York State Education Department

Roosevelt Union Free School District, NY

St. Paul Public Schools, MN

Teachers College, Columbia University

Wyandanch Union Free School District, NY

Yeshiva of Flatbush School, NY