

**School Improvement Grants  
Application: Year 2 Update**

**Section 1003(g) of the  
Elementary and Secondary Education Act**

**Cover Page**

**LEA BEDS Code**

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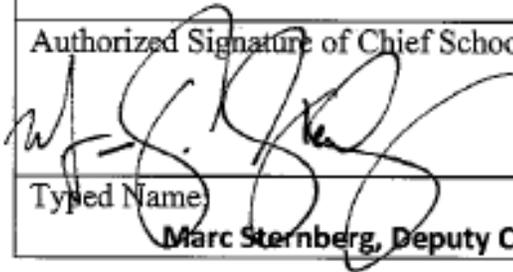
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New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

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I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, Appendix A, and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

Authorized Signature of Chief School Officer (in blue ink)



Typed Name:

Marc Sternberg, Deputy Chancellor, Division of Portfolio Planning, NYCDOE

Date:

May 13, 2011

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**SECTION I: ASSURANCES (SPECIFIC TO SCHOOL IMPROVEMENT GRANT)**

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a Restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements:
  - a. Number of minutes within the school year;
  - b. Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
  - c. Dropout rate;
  - d. Student attendance rate;
  - e. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
  - f. Discipline incidents;
  - g. Truants;
  - h. Distribution of teachers by performance level on an LEA’s teacher evaluation system; and
  - i. Teacher attendance rate.

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**SECTION II:**

<b>SCHOOLS SERVED WITH FY 2009 SCHOOL IMPROVEMENT GRANT FUNDS</b>							
<b>School NCEs ID#</b>	<b>School Name</b>	<b>Tier I</b>	<b>Tier II</b>	<b>Identified for</b>	<b>Model Implemented 2010-2011</b>	<b>Model Proposed 2011-12</b>	<b>Current Principal's appointment date</b>
00595	Unity Center for Urban Technologies	✓		Graduation	Transformation	Transformation	August 14, 2007
01934	Chelsea Career and Technical Education High School	✓		Graduation	Transformation	Transformation	August 1, 2008
02938	Bread and Roses Integrated Arts High School	✓		Graduation	Transformation	Restart <sup>†</sup>	January 24, 2011*
01913	Automotive High School	✓		Graduation	Transformation	Restart <sup>†</sup>	August 31, 2009
01377	Brooklyn School for Global Studies	✓		Graduation	Transformation	Transformation	August 9, 2010
03389	Cobble Hill School of American Studies	✓		Graduation	Transformation	Transformation	August 31, 2010
01947	Franklin D. Roosevelt High School	✓		Graduation	Transformation	Transformation	September 1, 2010
02888	William E. Grady Vocational High School	✓		Graduation	Transformation	Transformation	August 30, 2010
02860	Queens Vocational & Technical High School	✓		Graduation	Transformation	Transformation	September 1, 2010
01950	Flushing High School	✓		Graduation	Transformation	Transformation	September 1, 2010
02022	Long Island City High School	✓		Graduation	Transformation	Transformation	February 1, 2011*

\*Principals appointed in early 2011 replaced school leaders who had been newly appointed prior to the start of the 2010-12 school year, but had stepped down for various reasons.

<sup>†</sup> Two schools will transfer into the Restart model. Please see next page.

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**† Conversion of Improvement Model from Transformation to Restart**

As noted in the chart above, NYCDOE is proposing a change in the SIG model for two schools. For both Automotive High School and Bread and Roses High School, NYCDOE is proposing to convert these schools from the Transformation model to the Restart model effective fall 2011. Specific information on their plans under the respective Education Partner Organizations will be provided in the Restart Addendum Application under separate cover.

**Automotive High School**

Based on internal and external review of the school's Transformation efforts to date, including 3 SED visits conducted during the 2010-2011 school year, the need for stronger leadership and management at the school is clear. Under a Restart model, the leadership at Automotive will report to and be under the supervision of the EPO, providing management by an organization that has demonstrated the capacity to significantly improve academic outcomes. In addition, the EPO will be able to provide a suite of whole school operation and support services to Automotive to address the areas of shortcoming mentioned in the SED reports. We believe that this change to the Restart model will allow Automotive to build on some of its nascent successes at improving student achievement, as well as remedy many of the challenges the school continues to face.

**Bread and Roses Integrated Arts High School**

Internal and external review of the school's Transformation efforts to date, including 2 SED visits conducted through the 2010-2011 school year, have indicated that transformative change is beginning to occur. One major reason for this, as noted in the SED reports, is due to the deep and positive relationship that Bread and Roses has developed with New Visions, the school's Partnership Support Organization, and the Abyssinian Development Corporation, the school's lead CBO partner. The leadership at Bread and Roses has demonstrated the ability to effectively work with lead partner organizations to effectuate improvement in student achievement. By switching Bread and Roses's SIG model to Restart, NYCDOE hopes to catalyze these initial improvements by letting an EPO (which may be one of the existing organizations already working with Bread and Roses, pending approval from NYCDOE's Panel of Educational Policy and SED) manage these changes moving forward, in conjunction with a

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principal who has demonstrated the ability to work well with external partners.

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**SECTION III: STATUS OF THE IMPLEMENTATION OF THE TEACHER AND PRINCIPAL EVALUATION SYSTEM**

**Directions: Please provide the certifications described, as well as provide a description of the actions the LEA has taken to fulfill the commitment required by SIG.**

Pursuant to USDE guidance, states must approve all applications for 2011-2012 SIG funding Under section 1003(g) of ESEA by July 31, 2011. Because the SIG transformation model is tied to implementation of New York State's teacher and principal evaluation law and regulations, the Department is requiring that school districts applying for SIG funding to implement the Transformation model in the 2011-2012 school year and school districts whose applications for such funding are approved by the Department provide the signed certifications described below.

**(1) Certification required to be Submitted by April 30, 2011 as a Condition for Approval of SIG Grant**

Together with its SIG application (which must be submitted to the Department no later than **April 30, 2011**), school districts seeking to implement the Transformation model must provide a document signed by the superintendent and the local teachers union leader, and where applicable a document signed by the superintendent and the leader of the union representing building principals, committing to the following:

By signing this document, the school district and its collective bargaining agent(s) hereby agree that, by no later than January 1, 2012, all new and/or existing collective bargaining agreements for classroom teachers and building principals assigned to schools in which the district is receiving §1003(g) funds to implement the Transformation model will be consistent with and/or amended and/or modified as necessary to require that, beginning in the 2011-2012 school year, all classroom teachers and building principals in such schools are evaluated in accordance with the provisions of Education Law §3012-c and Commissioner's regulations.

**(2) Certification Required to be Submitted by January 1, 2012 in Order For Subsequent Program Expenditures to be Approved.**

School districts that are approved for SIG funding to implement the Transformation model in the 2011-2012 school year must provide the Department with the following certification signed by the superintendent and the local teachers union leader, and where applicable a document signed by the superintendent and the leader of the union representing building principals. Please note that the failure of such districts to provide this certification to the Department by January 1, 2012 will result in disallowance and or disapproval of any program expenditures beyond January 1, 2012 until such time as the required certifications are in-place. Pending completion of this certification requirement, initial expenditures will be capped at up to twenty-five percent of approved award amounts. Failure to have the certifications in-place may also result in disapproval of subsequent years funding.

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By signing this document, the school district and its collective bargaining agent(s) hereby certify that all new and/or existing collective bargaining agreements for classroom teachers and building principals assigned to schools in which the district is receiving §1003(g) funds to implement the Transformation model are consistent with and/or have been amended and/or modified as necessary to require that all classroom teachers and building principals in such schools are evaluated, beginning in the 2011-2012 school year, in accordance with the provisions of Education Law §3012-c and Commissioner's regulations.

❖ **NYCDOE NOTE:**

At this time, an agreement has been reached between the NYCDOE and the United Federation of Teachers (UFT) and Council of School Supervisors and Administrators (CSA) regarding Education Law §3012-c and Commissioner's regulations for carrying out related evaluations of teachers in transformation and restart schools. The letters of commitment is enclosed.



**Department of  
Education**

*Dennis M. Walcott, Chancellor*

**Dennis M. Walcott**  
Chancellor

**Marc S. Sternberg**  
Deputy Chancellor,  
Division of Portfolio Planning

52 Chambers Street  
Room 320  
New York, NY 10007  
+1 212 374 0225 tel

August 29, 2011

Dr. John B. King, Jr., Commissioner  
New York State Education Department  
89 Washington Avenue  
Albany, New York 12234

Dear Commissioner King:

In support of the application submitted by Board of Education of the City School District of the City of New York (the "New York City Department of Education" or "DOE") for a 2011-2012 School Improvement Grant ("SIG") pursuant to §1003(g) of the Elementary and Secondary Education Act of 1965 to implement the SIG transformation or restart models in 33 schools identified by the DOE in its application for a SIG grant (the "Transformation or Restart Schools"), the DOE and the United Federation of Teachers ("UFT") reached an Memorandum of Agreement in July, 2011 (the "MOA").

Pursuant to the MOA, the DOE and UFT have, among other things, agreed to negotiate an evaluation system (the "Evaluation System") to be used in Transformation Schools and Restart Schools only, that is consistent with the requirements of Education Law § 3012-c (including, but not limited to all requirements in Education Law § 3012-c or otherwise for negotiations between the UFT and the DOE), which shall be used until (i) a system for conducting the annual professional performance reviews of all classroom teachers employed by the DOE is established (the "New Evaluation System"), in which case such system shall be used in all DOE schools including those designated as Transformation and Restart Schools, (ii) the end of the 2012-2013 school year, or (iii) the MOA is terminated, which may be done either the UFT or the DOE at any time following the last day of the 2011-2012 school year.

It is understood that if the UFT and DOE do not reach an agreement on the Evaluation System to be used in Transformation and Restart Schools or the Evaluation System ends prior to 2012-2013 because the MOA is terminated by either the UFT or the DOE, the consequences will be that the Transformation and Restart Schools will not participate in the SIG program and shall remain subject to the Commissioner's regulations regarding accountability status (8 NYCRR § 100.2(p)).

Nothing contained herein shall constitute an agreement to change the currently existing evaluation system in schools other than Transformation or Restart Schools, nor shall any agreement that may be entered into, pursuant to this commitment letter, constitute a successor to the UFT-DOE collective bargaining agreement covering teachers that expired on October 31, 2009.

Sincerely,

Dennis M. Walcott, Chancellor  
New York City Department of Education

Michael Mulgrew, President  
United Federation of Teachers



**Department of  
Education**

*Dennis M. Walcott, Chancellor*

Dennis M. Walcott  
Chancellor

Marc S. Sternberg  
Deputy Chancellor,  
Division of Portfolio Planning

52 Chambers Street  
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New York, NY 10007  
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Monday, August 15, 2011

Dr. John B. King, Jr., Commissioner  
New York State Education Department  
89 Washington Avenue  
Albany, New York 12234

Dear Commissioner King:

In support of the application submitted by the New York City Department of Education ("DOE") for its 2011-2012 School Improvement Grant program ("SIG") pursuant to §1003(g) of the Elementary and Secondary Education Act of 1965 to implement SIG models in 45 schools identified by the DOE in its application for a SIG Grant, the DOE and the Council of School Supervisors & Administrators ("CSA") agree as follows:

By signing this document, the DOE and CSA hereby agree that, by no later than January 1, 2012, all new and/or existing collective bargaining agreements for building principals assigned to schools in which the district is receiving §1003(g) funds to implement the Transformation and Restart model will be consistent with and/or amended and/or modified as necessary to require that, beginning in the 2011-2012 school year, all building principals in such schools are evaluated in accordance with the provisions of Education Law §3012-c and Commissioner's regulations as interpreted by the Courts in the NYSUT litigation or any subsequent ancillary litigation that may ensue between those or other parties.

Nothing contained herein shall constitute an agreement to change the currently existing evaluation system in schools other than schools that will undergo a Transformation or Restart model.

Sincerely,

Dennis M. Walcott, Chancellor  
New York City Department of Education

Ernest Logan, President  
Council of School Supervisors & Administrators

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**SECTION IV: DISTRICT SUPPORT OF PLA SCHOOLS UPDATE**

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it related to district support of PLAs. In the second column, entitled *Summary of Year 1 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 2 Implementation*, please describe the actions that will be taken during the 2011-2012 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

- proceeding according to approved '09 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued.

❖ **NOTE:** This section includes proposed Central activities as described in Appendix B-12 of the approved NYCDOE School Improvement Grant Application. Please also note that details on the District-level planning and support related to the Restart model will follow those described in the School Improvement Grant application for Cohort 2 schools (beginning school intervention models as of 2011-2012 school year).

<b>Brief description of each LEA-level approved '09 SIG Plan Activity (no more than one paragraph for each activity)</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
<i>Replace principal in selected schools and partner with key organizations to offer</i>	School leadership changes were made in eight of eleven schools. Three Principals remained as they were recently	School leaders will continue to have access to professional development opportunities from organizations such as	Leadership changes for applicable schools - <i>Completed</i>

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<i>professional development and ongoing coaching based on identified need of leadership at Transformation schools to ensure successful implementation of the Transformation model and improved student outcomes.</i>	appointed (less than three years) to these schools and have been key to the school's emerging trajectory in student performance. The Leadership Academy coaches have been available to leaders that are first-time principals. Transformation Mentor Principals were assigned to support four new principals. See the School Model Implementation Updates for respective information on each school's leadership status.	the NYC Leadership Academy, as well as ongoing guidance from their Cluster and Children First Network (Network) school support organizations, School Implementation Managers and Transformation Mentor Principals, as appropriate.	Ongoing leadership development and support - <i>Proceeding according to approved SIG plan</i>
<i>Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional</i>	Implemented new teacher evaluation system for all eleven transformation schools. Principals and Assistant Principals attended monthly training events led by NYCDOE staff with close consultation with UFT. A new four-rating rubric was co-developed with UFT. "Teacher Effectiveness Managers" were hired to provide support to the principals and administrators for the system roll-out and implementation in schools. Central staff began providing training, in	Continue implementation with the teacher evaluation and performance-based assessments, with teacher evaluation system rating slated to include measures of student learning. Ongoing support will be provided for principals and teacher evaluators in schools by the Teacher Effectiveness System Managers. Due to the specific needs of Transformation schools undertaking a high-stakes system in advance of a more general citywide roll-out, a dedicated Program Director and Implementation	<i>Proceeding according to approved SIG plan</i>

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<p><i>practice reflective of student achievement and increased high school graduations rates; and</i></p> <p><i>(2) Are designed and developed with teacher and principal involvement;</i></p>	<p>collaboration with an external consultant, for the design and implementation the Performance Based Assessment Tasks as part of the evaluation System, and offered ongoing support to schools to turnkey training to staff. (See below activities related to “Promote the continuous use of student data to inform and differentiate instruction ...”)</p>	<p>Managers will be brought on board to carry out the day-to-day policy and planning coordination, Teacher Effectiveness System Managers’ oversight, data collection and monitoring, and training planning.</p>	
<p><i>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</i></p>	<p>NYCDOE, in collaboration with UFT, implemented the Master and Turnaround Teacher Program that rewards high-performing teachers with additional compensation and leadership roles in supporting the professional development of teachers at Transformation schools.</p> <p>The district-wide school-based performance bonus program pilot was cancelled in fall 2010.</p>	<p>The existing Master and Turnaround Teachers that have been rated as satisfactory and have mutually agreed with their principals about their roles at the schools will continue to be implemented in the 11 Transformation schools in Year 2. NYCDOE will conduct another recruitment and hiring process in August 2011 so that schools have an opportunity to identify Master and Turnaround Teachers that best meets the their needs.</p> <p>The district-wide school-based performance bonus program pilot was</p>	<p>Master and Turnaround Teacher Program - <i>Proceeding according to approved SIG plan</i></p> <p>School-based performance bonus – <i>Discontinued</i></p>

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		<p>cancelled in fall 2010.</p> <p>The Office of Labor Relations from DOE will have a Teacher Performance Unit consultant assigned to support principals from the Transformation schools to support management of low performing teachers.</p>	
<p><i>Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity</i></p>	<p>School leadership teams are responsible for determining school-wide professional development needs, in coordination with their respective CFN networks and external professional development partner organizations. See schools' updates for information on professional development tailored to each school's specific needs. All transformation schools receive training on the Teacher Effectiveness program, including becoming familiar with the evaluation rubric, conducting lesson observations, giving feedback to teachers, norming reviews, and evaluating performance accordingly.</p>	<p>Schools will continue to take lead in identifying their respective professional development needs and planning staff trainings for Year 2. DOE will continue to provide training and guidance to school staff on the Teacher Effectiveness System and Performance-based Assessment, as well as relevant professional development for Master and Turnaround Teachers.</p>	<p>Professional development purchased as Central service for schools (aside from those related to DOE-initiated programs including Teacher Effectiveness, Performance-based Assessment, etc.) – <i>Discontinued</i></p> <p>School-initiated professional development as per respective schools' needs (see individual school updates): <i>Proceeding according to approved SIG plan</i></p>

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<i>to successfully implement school reform strategies</i>			
<i>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</i>	Hired thirty-seven Master and Turnaround Teachers. The vast majority of Master and Turnaround teachers have made a significant impact on the improvement efforts in their school. Master and Turnaround Teachers have received professional development throughout the school year on teacher coaching and giving feedback to instructional staff. Recruitment and training for these positions have been led by NYCDOE central office. Please see schools' updates for respective information on their Master and Turnaround Teachers.	Based on feedback from Transformation principals and a review of the program from 2010-2011, an application and recruitment process for the next round of Master and Turnaround Teachers' candidate pool will occur in August 2011. The Master and Turnaround teacher positions will continue to be used as opportunities for promotion, career growth and flexible working conditions. Orientation training to be held in late summer 2011, with ongoing professional development to Master/Turnaround Teachers throughout Year 2.	<i>Proceeding according to approved SIG plan.</i>
<i>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</i>	Transformation schools reviewed and identified its respective instructional program in conjunction with their Network support organization.	Schools will continue to take lead in identifying their respective instructional, curricular and academic programming needs for Year2.	Purchased services for schools by Central office (aside from those related to DOE-initiated programs including Teacher Effectiveness, Performance-based Assessment, etc.) – <i>Discontinued</i>  School-determined instructional

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			and curricular purchases and services as per respective schools' needs (see individual school updates): <i>Proceeding according to approved SIG plan</i>
<i>Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students</i>	As part of the Teacher Evaluation System, Transformation schools have been participating in an intensive training to develop and implement Performance-based Assessment Tasks in preparation for use as measures of student achievement. DOE, in collaboration with the Stanford Center for Assessment, Learning and Equity (SCALE), provided training to core design lead teachers from each school, who then turn-keyed the training at their respective schools. Pre- and post-task administration is completed and teachers receive ongoing support on score and analyze results.	Trainings will continue to be offered on a regular basis in Year 2, with greater focus on using results from the assessments to create or adapt lessons to specifically re-engage student learning.	<i>Proceeding according to approved SIG plan</i>
<i>Centrally purchase additional support services for schools with emerging needs</i>	Central funds were used for purchased services, equipment and personnel costs to enable schools to strengthen the	School leaders, with their networks, have led planning for their respective schools' purchased service and equipment needs	<i>Proceeding according to approved SIG plan</i>

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<i>throughout the school year. These focused on permissible Transformation activities related to staff development, instructional reform strategies and related equipment or technology, student-directed supports, and mechanisms for family and community engagement.</i>	implementation of increased learning time, professional development, availability of academic programs to larger groups of students, and summer academy programs.	based on their priorities and plans for Year 2. The Central office does not anticipate purchasing extensive services or equipment in Year 2 as was needed in Year 1.	
<i>Establish schedules and strategies that provide increased learning time</i>	School leaders have the ability to establish the necessary schedules and strategies needed at their respective schools to implement increased learning time strategies, in accordance with the collective bargaining agreement. School leaders may carry out the necessary school-based option procedures and contracts with external service providers; as needed, Networks and NYCDOE have given support to schools on the processes involved.	As needed, schools will continue to use their Networks as well as Central office staff as resource to address operational issues related to establishing structures to support increased learning time during Year 2.	<i>Proceeding according to approved SIG plan</i>
<i>Provide ongoing mechanisms</i>	School leadership teams are responsible	School leaders, with their networks, have	<i>Proceeding according to approved</i>

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<b>Brief description of each LEA-level approved '09 SIG Plan Activity (no more than one paragraph for each activity)</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
<i>for family and community engagement</i>	for determining the mechanisms by which they engage families and community, in coordination with their respective Networks and external partner organizations. Please see schools' updates for information on the strategies implemented to engage families and the local community. Where needed, Central support was provided to purchase necessary services (see above row on "Centrally purchase additional support services for schools with additional needs emerging throughout the school year.')	led planning for their respective schools' needs related to family and community communication and engagement based on their priorities and plans for Year 2. The Central office does not anticipate purchasing extensive services or equipment in Year 2 as was needed in Year 1.	<i>SIG plan</i>
<i>Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates</i>	All NYCDOE schools have the flexibility and autonomy to budget, plan and schedule their school calendars to meet the needs of their students. Calendar changes require an SBO vote in accordance with the collective bargaining agreement; schools have carried out these procedures as needed. All SBO votes for revising the school calendar or school day have been approved for transformation schools.	Schools will continue to maintain authority over operational and managerial flexibility, subject to any collective bargaining agreement, to continue to implement their improvement efforts in Year 2.	<i>Proceeding according to approved SIG plan</i>

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<b>Brief description of each LEA-level approved '09 SIG Plan Activity (no more than one paragraph for each activity)</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
<p><i>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</i></p>	<p>Each school is provided with technical assistance and related support from DOE via their Networks and the Office of School Development and Office of School Support. School Improvement Liaisons (SILs) have been deployed to the schools to support school leaders in coordinating their transformation efforts. Central staff administering the day-to-day policy, planning, operational, and logistical coordination for citywide Turnaround efforts have been hired. This includes: the Director and Deputy Director for Turnaround and Transformation Schools; Director for Partnership Support and Capacity Building, Director and Associate Director for Pipeline Development; Associate for Business Operations; and Operations Analyst. These staff members are involved in managing cross-divisional activities related to ensuring that features intrinsic to the SIG-defined school intervention models may be implemented, including</p>	<p>The hiring of School Implementation Managers was postponed as DOE, with Network and schools, explored the most effective means to structure the SIM position and ensure that schools were not being overwhelmed by various coaches, mentors, and partners. DOE will hire SIMs in advance of the 2011-12 school year so that they are able to work with Networks over the summer and be able to support school leaders plan for the new school year.</p>	<p><i>Delayed but to be fully implemented in Year 2</i></p>

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<b>Brief description of each LEA-level approved '09 SIG Plan Activity (no more than one paragraph for each activity)</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
	addressing human resource, school support, legal, financial, and capital issues.		
<i>If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality</i>	All external service providers interested in providing support to Transformation schools have undergone, or will be required to, a Pre-Qualified Solicitation process led by the Division of Contracts and Purchasing to be contracted before partnering with a school.	NYCDOE will continue to manage and execute the necessary vetting, contracting and procurement processes to make quality, experienced service providers available for schools to carry out their improvement work.	<i>Proceeding according to approved SIG plan</i>

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**SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Transformation Model**

Complete for **each** school receiving FY 2009 SIG funds to implement the Transformation Model.

School: Unity Center for Urban Technologies  
Grades Served: 9<sup>th</sup>-12<sup>th</sup>

NCES#: 00595  
Number of students: 224

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Transformation Model. In the second column, entitled *Summary of Year 1 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 2 Implementation*, please describe the actions that will be taken during the 2011-2012 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

- proceeding according to approved '09 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued.

<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
Replace the principal who led the school prior to commencement of the transformation model	Unity Center for Urban Technology's principal, Fausto De La Rosa, has been the leader of the school for less than two years since the implementation of its transformation model, and has contributed to the emerging positive performance trends to date. Therefore, as per the original plan for this	The principal will continue to receive coaching from existing support partners to help strategize and carry out the school's ongoing transformation.	Completed

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
	school's Transformation, there has been no change in leadership. Principal De La Rosa receives ongoing support through the school's Children First Network support organization.		
<p>Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and</p> <p>(2) Are designed and developed with teacher and principal involvement;</p>	<p>School representatives have been attending monthly trainings since November 2010 on the evaluation structure, introducing the system to staff, becoming familiar with the evaluation rubric, and developing the skill sets and protocols to turnkey and implement the evaluation process in the school. Topics have included conducting observations, collecting evidence, establishing norms in teacher proficiency levels school-wide, and preparing and giving teacher feedback that tie into professional development. The teacher evaluation system was formally introduced in the school in February 2011. A Teacher Evaluation System Manager (TEM) assigned to the school supports the principal on a regular basis on the day-to-day implementation of the system. Principals and teacher evaluators will continue to receive training through May 2011. Teachers are slated to have year-end ratings, based on the measures of teacher competencies under the newly implemented evaluation system, by June 2011.</p>	<p>The school will continue to refine its implementation of the Teacher Effectiveness evaluation model, based on the 4-point rating scale. The principal and key staff will continue to participate in year-long trainings related to the teacher evaluation system and using the skills and techniques that they have gained through the trainings to carry out ongoing teacher observations, discussions, and performance reviews. TEMs will continue to be available to provide support as needed. It is anticipated that the measures of student learning will be phased in as part of the evaluation system for the 2011-12 school year.</p>	<p>Proceeding according to approved '09 SIG plan</p>

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
<p>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p>All Transformation schools participate in the Master &amp; Turnaround Teachers Program, which provides high-performing teachers with additional compensation, in accordance with DOE/UFT draft agreement, for increased responsibilities related to supporting the professional development of the school's faculty. A hiring fair was held specifically for the Transformation Schools to interview and recruit Master and Turnaround Teachers during summer 2010. During the school year, Master and Turnaround teachers received ongoing professional development as related to their roles in the schools. These teachers are subject to the same Teacher Effectiveness Evaluation System that is being deployed in the Transformation schools and must maintain a "highly effective" rating to retain their roles.</p>	<p>The school may use the Master and Turnaround Teacher program as a source to recognize effective teachers who help drive significant improvements in student achievement. The school's participation in the teacher evaluation system will allow the leadership team to identify and provide staff with professional development needs with support and feedback, and the tools to capture their status on their professional progress. Where needed, the school leadership team will be able to tap resource from the Central office for guidance on addressing staff who have not demonstrated improvement in their professional practice.</p>	<p>Proceeding according to approved '09 SIG plan</p>
<p>Provide staff ongoing, high-quality, job-embedded professional development (<u>e.g.</u>, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's</p>	<p>Activities currently underway and completed are professional development, collaborative inquiry, individual and school-wide goal-setting aligned to the school's instructional goals and opportunities throughout the school year, including group and/or individual assistance, targeted to teacher's individual needs</p>	<ul style="list-style-type: none"> <li>• School will implement professional development from Collaborative Learning, Inc.</li> <li>• Southern Regional Education Board: High Schools that Work,</li> <li>• Achieve 3000 to enhance; in reading and writing in all disciplines</li> </ul>	<p>Proceeding according to approved '09 SIG Plan</p>

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comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;	<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Teachers are in the process of setting individual S.M.A.R.T. goals for themselves based on data gathered from inquiry</li> <li>• Teachers are implementing strategies learned in inquiry to increase rigor . drive their instruction and to meet the needs of ELLs , IEPs and lowest third students</li> </ul>	<ul style="list-style-type: none"> <li>• Aventa Learning</li> </ul>	
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.	<p>Activities underway include internal and external professional development to aid in growth in teaching and learning. Teachers participate in study groups to enhance teaching practice and student achievement to meet the needs of all students and lesson studies.</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• teacher’s knowledge of research-based practices and strategies that work in the classroom have been enhanced</li> <li>• Evidence of differentiation in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers attend professional development Conference Retreats</li> <li>• Collaborative Learning Inc.</li> <li>• Teachers will attend 2-3 day conferences in the areas of differentiated instruction; curriculum mapping</li> </ul>	Proceeding according to approved '09 SIG Plan.
Use data to identify and implement an instructional program that is research-	<ul style="list-style-type: none"> <li>• Comfit Learning – All Grades – A research-driven instructional program that</li> </ul>	<p>In Year 2, continue to use:</p> <ul style="list-style-type: none"> <li>• Achieve 2000 – All grades – A</li> </ul>	Proceeding according to approved '09 SIG

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<p>based and vertically aligned from one grade to the next as well as aligned with State academic standards</p>	<p>accelerates academic performance based on 6 cognitive related areas</p> <ul style="list-style-type: none"> <li>• Achieve 3000 – All Grades – An individualized web-based, research based program that provides learning tools to accelerate reading comprehension vocabulary and writing proficiency.</li> </ul>	<p>web-based, research-based program that provided learning to accelerate reading, vocabulary and writing proficiency</p> <ul style="list-style-type: none"> <li>• Comfit Learning – All grades – A research-driven instructional program that accelerates academic performance based on 6 cognitive related areas</li> </ul>	<p>Plan</p>
<p>Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>Activities underway include Inquiry Teams that meet weekly to analyze student work , learning styles, students’ performance levels, student data gathered from ARIS and Snap grades. Teachers use above data to analyze and alter teaching practice to meet the needs of all students including sub-groups.</p> <ul style="list-style-type: none"> <li>• Item analysis is used in summative assessments to identify students’ strengths and weaknesses.</li> <li>• Ongoing discussions among and between all stakeholders will take place to ensure that teachers are aware and cognizant of students needs and abilities throughout the school year</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Teachers use results from data gathered to inform their instruction by</li> </ul>	<p>In Year 2, the school will implement:</p> <ul style="list-style-type: none"> <li>• Comfit Learning incorporated technology</li> <li>• Achieve 3000</li> <li>• Southern Regional Education Board: High Schools that Work</li> <li>• Collaborative Learning Inc.</li> <li>• Eduware</li> <li>• Performance Series</li> <li>• Aventa Learning is a credit recovery program to assist all students with an emphasis on lowest third, in recovering credit to enable students to graduate in a timely manner while also aiding in keeping students on grade level for graduation</li> </ul>	<p>Proceeding according to approved '09 SIG Plan.</p>

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	re-teaching concepts, creating goals and next steps for all students to aid in their growth	<ul style="list-style-type: none"> <li>• Acuity</li> </ul>	
Establish schedules and strategies that provide increased learning time	<p>Activities underway include After-School Tutoring, PM Academy – Credit Recovery, Saturday Academy, Boys &amp; Girls Fitness Club, Chess Club, Yearbook Club.</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Students are accumulating their required credits towards graduation</li> <li>• Students are passing more classes</li> <li>• Increase in student attendance and in student motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve 3000 which will target reading in all disciplines</li> <li>• After-School Tutoring in all content areas to address students in need of additional support</li> <li>• PM Academy – Credit Recovery</li> <li>• Saturday Academy</li> <li>• Boys &amp; Girls Fitness Club</li> <li>• Chess Club</li> <li>• Yearbook Club</li> </ul>	Proceeding according to approved '09 SIG Plan.
Provide ongoing mechanisms for family and community engagement	<p>Activities underway include School Leadership Team Meetings, Parent Association Meetings and workshops on how to use Snapgrades, ARIS for parents, Parent Newsletter, Community –Based organizations</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Parents of English Language Learner are aware of the options they have for their children, high school requirements, how to help their children navigate high school, Parents are using snapgrades to</li> </ul>	Activities will continue in Year 2.	Proceeding according to approved '09 SIG Plan.

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	<p>monitor their child’s growth and areas for improvement. They use ARIS to monitor their child’s performance on state tests</p> <ul style="list-style-type: none"> <li>• Parents monitor their child’s progress in school through the Department of Education’s data system ARIS and the school’s online grade book, Snapgrades</li> <li>• Parents visit the school to support the school’s transformation</li> </ul>		
<p>Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates</p>	<p>Decisions related to staffing, scheduling, budgeting and other operational flexibility needed to implement the school’s activities for Transformation are made at the school level, as described in the above summaries. Public schools in New York City have such decision-making authority since 2007, including the ability to choose a Children First Network school support organization as appropriate to its needs. Schools are still subject to the policies of the NYCDOE and other applicable rules and regulations, including student placement policies, fiscal reporting regulations, special education requirements, labor contracts, Chancellor’s Regulations, and other accountability standards.</p>	<p>Related actions will continue to be made at the school level, based on its implementation needs, throughout the grant period.</p>	<p>Proceeding according to approved ‘09 SIG plan</p>
<p>Ensure that the school receives</p>	<p>Aside from the support of its Network</p>	<p>The supports described will continue</p>	<p>Proceeding according</p>

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ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	Organization, the school receives ongoing support from Central staff on various aspects of its Transformation activities, including monthly training and regular coaching on the Teacher Evaluation; weekly communication on Central support and activities that affect Transformation schools; check-in with the School Improvement Liaison; and follow-up on technical or logistical questions or issues from the Turnaround staff.	for Year 2 of the school’s transformation activities. NYCDOE will also survey the principal about other forms of assistance that the school feels would be of benefit for its ongoing improvement efforts.	to approved ‘09 SIG plan
If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality	NYCDOE’s Division of Contracts and Purchasing has a formal pre-qualification solicitation process to vet potential vendors seeking to work with schools in the district. An external provider that is interested in working with a school—even if the school itself proposed it as a potential partner—must submit a proposal to a Pre-Qualification Solicitation to articulate the scope of services and associated costs. A contract is only awarded after approval from DOE’s Panel for Educational Policy.	NYCDOE will continue to ensure that schools have a variety of options for partnering with quality service providers to support their ongoing improvement work.	Proceeding according to approved ‘09 SIG plan

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**(Continued) SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Transformation Model**

Complete for **each** school receiving FY 2009 SIG funds to implement the Transformation Model.

School: Chelsea Career and Technical High School  
Grades Served: 9<sup>th</sup>-12<sup>th</sup>

NCES#: 01934  
Number of students: 502

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Transformation Model. In the second column, entitled *Summary of Year 1 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 2 Implementation*, please describe the actions that will be taken during the 2011-2012 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

- proceeding according to approved '09 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued.

<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
Replace the principal who led the school prior to commencement of the transformation model	Chelsea High School's principal, Brian Rosenbloom, has been the leader of the school for less than two years since the implementation of its transformation model, and was placed at the school specifically to turn around the school's performance. Principal Rosenbloom has contributed to the emerging positive performance trends to date.	The principal will continue to receive support from the school's Network as well as external partners to help strategize and carry out the school's ongoing transformation.	Completed

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
<p>Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and</p> <p>(2) Are designed and developed with teacher and principal involvement;</p>	<p>School representatives have been attending monthly trainings since November 2010 on the evaluation structure, introducing the system to staff, becoming familiar with the evaluation rubric, and developing the skill sets and protocols to turnkey and implement the evaluation process in the school. Topics have included conducting observations, collecting evidence, establishing norms in teacher proficiency levels school-wide, and preparing and giving teacher feedback that tie into professional development. The teacher evaluation system was formally introduced in the school in February 2011. A Teacher Evaluation System Manager (TEM) assigned to the school supports the principal on a regular basis on the day-to-day implementation of the system. Principals and teacher evaluators will continue to receive training through May 2011. Teachers are slated to have year-end ratings, based on the measures of teacher competencies under the newly implemented evaluation system, by June 2011.</p>	<p>The school will continue to refine its implementation of the Teacher Effectiveness evaluation model, based on the 4-point rating scale. The principal and key staff will continue to participate in year-long trainings related to the teacher evaluation system and using the skills and techniques that they have gained through the trainings to carry out ongoing teacher observations, discussions, and performance reviews. TEMs will continue to be available to provide support as needed. It is anticipated that the measures of student learning will be phased in as part of the evaluation system for the 2011-12 school year.</p>	<p>Proceeding according to approved '09 SIG plan</p>
<p>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and</p>	<p>All Transformation schools participate in the Master &amp; Turnaround Teachers Program, which provides high-performing teachers with additional compensation, in accordance with</p>	<p>The school may use the Master and Turnaround Teacher program as a source to recognize effective teachers who help drive significant</p>	<p>Proceeding according to approved '09 SIG plan</p>

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
<p>high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p>DOE/UFT draft agreement, for increased responsibilities related to supporting the professional development of the school's faculty. A hiring fair was held specifically for the Transformation Schools to interview and recruit Master and Turnaround Teachers during summer 2010. During the school year, Master and Turnaround teachers received ongoing professional development as related to their roles in the schools. These teachers are subject to the same Teacher Effectiveness Evaluation System that is being deployed in the Transformation schools and must maintain a "highly effective" rating to retain their roles.</p>	<p>improvements in student achievement. The school's participation in the teacher evaluation system will allow the leadership team to identify and provide staff with professional development needs with support and feedback, and the tools to capture their status on their professional progress. Where needed, the school leadership team will be able to tap resource from the Central office for guidance on addressing staff who have not demonstrated improvement in their professional practice.</p>	
<p>Provide staff ongoing, high-quality, job-embedded professional development (<u>e.g.</u>, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate</p>	<p>Differentiated professional development is being provided by two outside organizations, <i>Teaching Matters</i> and <i>Heart of Change</i>. Representatives from both organizations come to the school on a regular basis to work with individual teachers and small groups of teachers. Teachers are becoming more adept at using technology (Google docs, document cameras, educational networking) to enhance instruction. Effective classroom practices include peer coaching, making thinking visible, essential elements of instruction, and</p>	<p>Both consulting organizations will maintain a presence at the school and continue their work. <i>Teaching Matters</i>: Continue to support teachers in creating and maintaining student centered classrooms using technology. <i>Heart of Change</i>: Professional development goals developed in the latter part of this year will serve to drive teacher development next year.</p>	<p>Professional development activities related to work with the two partner organizations, extended day activities, and strengthening CTE programs: Proceeding according to approved '09 SIG plan</p>

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<p>effective teaching and learning and have the capacity to successfully implement school reform strategies;</p>	<p>other pedagogical methods based on current research techniques. Teachers attended an introductory school wide retreat at the beginning of the year to begin their professional development. They elected to attend various workshops during Regents week based on their preference and/or recommendation by a supervisor. The school is currently using Monday PD sessions as a classroom best practices showcase for teachers. Focus groups run by both consultants are planned for April 12,13 to gather teacher feedback for this year's activities and input in planning next year's activities. Another retreat is planned for June 2011 where the bulk of the planning will take place.</p> <p>The increasing use of technology as an instructional aid benefits the students. They post writing on Google docs, blog about calculus problems, create and achieve learning goals in web-based mathematics classes, and compare student work using the document cams. The school is moving towards student centered instruction.</p> <p>Through reflection and analysis, teachers realize positive effect of student centered classrooms on student learning.</p>	<p>Teachers will choose professional development from a menu of offerings based on their personal goals for pedagogical development.</p> <p>The school's extended day has become an integral part of the culture. It will continue next year.</p> <p>The school will continue its preparation to apply for NYS approval of its CTE programs. The application submission is scheduled for Spring 2012.</p> <p>Career and Technical Education (CTE) teachers will engage in professional development centered on the National Standards for Literacy in Science and Technology. CTE teachers will develop a scaffolded literacy curriculum in addition to effective study sequences for both art and technical tracks. Introductory courses for freshmen will include proficiency for Microsoft Office programs as well as introductory material for either art</p>	<p>Develop and implement an advisory program: Discontinued</p>

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
	<p>Extended day activities include thirty minutes in the morning when teachers attend various professional development workshops addressing the needs of specific student population sub-groups. They also use the time to meet with their CTT partners, or with students who need extra help. In the afternoon, the school extended the day by forty five minutes to increase instructional time. This time is mandatory for all underclassmen and mandatory for upperclassmen who require extra support in various academic subjects. Students who are taking more challenging academic courses such as AP and honors courses also meet with their teachers during this time.</p> <p>Communication centered on instruction is increasing in the building. Small groups of teachers meet on a regular basis in the morning to exchange ideas about best practices for reaching sub-groups such as students with special needs and ELLs. Teachers expressed an interest in continuing the extended day and have suggested ways in which the school can improve it.</p> <p>CTE: New course sequences for Adobe and</p>	<p>(Adobe) or technical (Cisco) tracks.</p> <p>The advisory program has a high degree of redundancy with other adult/student programs already in place. Existing programs will be enlarged to include more students.</p>	

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	<p>Cisco tracks are designed to scaffold on prior year's work.</p> <p>The Graphic Arts study sequence uses approved courseware and give students the opportunity to earn an Adobe Certified Associate (ACA) certificate. A student with the ACA is endowed with the credentials to get summer internships, a first job out of school, or credit for college-level programs.</p> <p>The Cisco study sequence uses approved courseware and gives students the opportunity to earn Cisco Certified Entry Networking Technician (CCENT) or Cisco Certified Network Associate (CCNA) certification.</p> <p>Adobe teachers have taken and passed the certification tests for their particular study sequence. They are altering their curricula to address skill sets necessary for students to pass the exams and obtain certification.</p> <p>New kits for C-Tech classes have been ordered. Teachers will be getting professional development as a refresher for their particular courses.</p> <p>One teacher has matriculated as the school's work based learning coordinator.</p> <p>Develop and implement an advisory program</p>		

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<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>	<p>The school's master teacher in Special Education has elevated school wide conversation to include Differentiated Instruction methods and outcomes for various student population subgroups. Teachers use morning meeting time to attend professional development for SESIS and effective IEP writing in addition to effective classroom techniques for various sub-groups.</p>	<p>The school will hire a second master teacher in Mathematics in order to increase rigor of curriculum, and assist in creating an integrated math/science curriculum. The master teacher will also work with teachers to improve PSAT and subsequently SAT student scores, with the goal of increasing college acceptance rates and decreasing the number of students who must take post-secondary remedial classes. Teachers will have the opportunity to increase performance for various subgroups that are not making AYP by attending specific professional development given by the master teacher with that goal in mind.</p>	<p>Proceeding according to approved '09 SIG plan.</p>
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</p>	<p>In addition to Acuity assessments, the ELA and Social Studies departments developed in-house baseline writing assessments for the 2010-2011 school year. These assessments have already been administered at least four times this year. Weekly Department meetings include the analysis of student work with a standardized rubric for all skill levels and representative populations with the goal of</p>	<p>ELA and Social Studies will continue to use in house baseline writing assessments to analyze student work and enhance curricular objectives in order to support students.</p> <p>The school will utilize Acuity resources to write its own Integrated</p>	<p>Proceeding according to approved '09 SIG plan.</p>

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	<p>creating specific strategies to further student achievement at all levels and for all students. Ninth grade mathematics is currently participating in the NYC Performance-Based task assessment and has collected and analyzed student data from the pre-task administration. This data will be used to inform instruction in preparation for the post-task, to be given in late May. Administration of the pre-task and subsequent data collection and analysis took place in March 2011. The science department has examined student writing in terms of the CCSS, and is beginning to increase the amount of writing required in its courses. When appropriate, students are required to revise their writing as they do in their Humanities courses.</p>	<p>Algebra assessment for incoming freshmen. The Mathematics Department plans to focus on opportunities for students to improve their process skills at all content levels.</p> <p>The Science Department will continue to look at student work, devising and implementing a rubric to measure student progress in science writing.</p>	
<p>Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>Externally generated reports from the PSAT data pilot and Acuity serve to inform instruction at the classroom and departmental levels. The ELA department has created and implemented baseline assessments to demonstrate student progress in writing based on rubrics written according to the Common Core State Standards.</p>	<p>Acuity questions for ELA and mathematics will be customized to yield timely information regarding student skill sets. Results from the PSAT Data Pilot will be used as part of the new master teacher's work to formulate instructional goals centered on college readiness in both ELA and Mathematics.</p>	<p>Proceeding according to approved '09 SIG plan.</p>

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Establish schedules and strategies that provide increased learning time	The school has an extended day plan where teachers come in 30 minutes early and engage in professional development meetings and planning meetings with their colleagues. Students receive support in small group instruction during an extra 45 minute period at the end of the school day. Communication among the teaching staff concerning instructional strategies for various student subgroups has increased. Saturday school is in place two times a year (Winter and Spring) for Regents preparation.	Extended day will continue. Saturday school will continue.  Summer 2012 bridge program for incoming freshmen will be implemented.  Summer 2012 enrichment program for AP students will be implemented.	Proceeding according to approved '09 SIG plan.
Provide ongoing mechanisms for family and community engagement	The school continued to use Edline, an online grade reporting system to give students, their families, and guidance counselors access to student assignments, grades, and progress. The school also continued to communicate with students' families by mail, email, and telephone regarding student progress. The school worked together with its CBO, The Door, in order to strengthen family involvement in Parent Association activities and the school at large. The Door assists the school in collaborating with the community and giving students support in both academic and social areas of need. The school has continued its relationship with	The school will continue to use Edline. It will extend its partnership with The Door to include all students and their families, as well as continuing its relationship with EPIC theater.	Proceeding according to approved '09 SIG plan.

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
	EPIC theater, bringing in artists to work with students on humanities based plays.		
Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	Decisions related to staffing, scheduling, budgeting and other operational flexibility needed to implement the school’s activities for Transformation are made at the school level, as described in the above summaries. Public schools in New York City have such decision-making authority since 2007, including the ability to choose a Children First Network school support organization as appropriate to its needs. Schools are still subject to the policies of the NYCDOE and other applicable rules and regulations, including student placement policies, fiscal reporting regulations, special education requirements, labor contracts, Chancellor’s Regulations, and other accountability standards.	Related actions will continue to be made at the school level, based on its implementation needs, throughout the grant period.	Proceeding according to approved ‘09 SIG plan
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	Aside from the support of its Network Organization, the school receives ongoing support from Central staff on various aspects of its Transformation activities, including monthly training and regular coaching on the Teacher Evaluation; weekly communication on Central support and activities that affect	The supports described will continue for Year 2 of the school’s transformation activities. NYCDOE will also survey the principal about other forms of assistance that the school feels would be of benefit for its ongoing improvement efforts.	Proceeding according to approved ‘09 SIG plan

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
	Transformation schools; check-in with the School Improvement Liaison; and follow-up on technical or logistical questions or issues from the Turnaround staff.		
If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality	NYCDOE’s Division of Contracts and Purchasing has a formal pre-qualification solicitation process to vet potential vendors seeking to work with schools in the district. An external provider that is interested in working with a school—even if the school itself proposed it as a potential partner—must submit a proposal to a Pre-Qualification Solicitation to articulate the scope of services and associated costs. A contract is only awarded after approval from DOE’s Panel for Educational Policy.	NYCDOE will continue to ensure that schools have a variety of options for partnering with quality service providers to support their ongoing improvement work.	Proceeding according to approved ‘09 SIG plan

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**(Continued) SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Transformation Model – To transfer to Restart Model beginning 2011-2012**

Complete for **each** school receiving FY 2009 SIG funds to implement the Transformation Model.

School: Bread and Roses Integrated Arts High School      NCES#: 02938  
 Grades Served: 9<sup>th</sup>-12<sup>th</sup>      Number of students: 518

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Transformation Model. In the second column, entitled *Summary of Year 1 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 2 Implementation*, please describe the actions that will be taken during the 2011-2012 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

- proceeding according to approved '09 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued.

<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
Replace the principal who led the school prior to commencement of the transformation model	A new principal, Livingston Hillaire, was installed at the beginning of the 2010-2011 school year. Mr. Hillaire oversaw the start-up of the school's Transformation activities while the school and its lead partner, Abyssinian Development Corporation, conducted a full-scale search for a principal. In January 2011,	Dr. Lofton will continue to lead the school's Transformation efforts.	Completed

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
	Dr. Rodney Lofton took over the principalship for the school.		
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement;	School representatives have been attending monthly trainings since November 2010 on the evaluation structure, introducing the system to staff, becoming familiar with the evaluation rubric, and developing the skill sets and protocols to turnkey and implement the evaluation process in the school. Topics have included conducting observations, collecting evidence, establishing norms in teacher proficiency levels school-wide, and preparing and giving teacher feedback that tie into professional development. The teacher evaluation system was formally introduced in the school in February 2011. A Teacher Evaluation System Manager (TEM) assigned to the school supports the principal on a regular basis on the day-to-day implementation of the system. Principals and teacher evaluators will continue to receive training through May 2011. Teachers are slated to have year-end ratings, based on the measures of teacher competencies under the newly implemented evaluation system, by June 2011.	The school will continue to refine its implementation of the Teacher Effectiveness evaluation model, based on the 4-point rating scale. The principal and key staff will continue to participate in year-long trainings related to the teacher evaluation system and using the skills and techniques that they have gained through the trainings to carry out ongoing teacher observations, discussions, and performance reviews. TEMs will continue to be available to provide support as needed. It is anticipated that the measures of student learning will be phased in as part of the evaluation system for the 2011-12 school year.	Proceeding according to approved '09 SIG plan
Identify and reward school leaders, teachers, and other staff who, in	All Transformation schools participate in the Master & Turnaround Teachers Program,	The school may use the Master and Turnaround Teacher program as a	Proceeding according to amended '09 SIG plan

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<p>implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p>which provides high-performing teachers with additional compensation, in accordance with DOE/UFT draft agreement, for increased responsibilities related to supporting the professional development of the school's faculty. A hiring fair was held specifically for the Transformation Schools to interview and recruit Master and Turnaround Teachers during summer 2010. Due to the timing of hiring a school leader for this school, a Master Teacher was not selected for the 2010-2011. The school anticipates hiring approximately two Master Teachers for the 2011-2012 school year.</p>	<p>source to recognize effective teachers who help drive significant improvements in student achievement. The school's participation in the teacher evaluation system will allow the leadership team to identify and provide staff with professional development needs with support and feedback, and the tools to capture their status on their professional progress. Where needed, the school leadership team will be able to tap resource from the Central office for guidance on addressing staff who have not demonstrated improvement in their professional practice.</p>	
<p>Provide staff ongoing, high-quality, job-embedded professional development (<u>e.g.</u>, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's</p>	<p>Three instructional consultants from the Australian United States Services in Education (AUSSIE) have been providing individualized and small group professional development, giving targeted feedback on teaching practice and driving a focus on literacy, formative assessment and differentiation of instruction. Literacy PD on the implementation of the Read</p>	<p><i>The school will transfer into the Restart Model beginning in 2011-2012 school year. Please refer to the note on the rationale for this in Section II. Description of the Restart model will be provided in the Restart Addendum Application separately.</i></p>	<p><i>Year 2 plan to be updated based on planning with selected EPO under the Restart Model</i></p>

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comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;	180 program is also ongoing. Professional Learning Communities have been established and meet regularly to drive instructional priorities related to the use of data, programming and scheduling.		
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.	Professional Learning Communities provide opportunities for leadership and enhanced learning for teachers. Professional Learning Communities meet afterschool and are per session opportunities.	<i>The school will transfer into the Restart Model beginning in 2011-2012 school year. Please refer to the note on the rationale for this in Section II. Description of the Restart model will be provided in the Restart Addendum Application separately.</i>	<i>Year 2 plan to be updated based on planning with selected EPO under the Restart Model</i>
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	A system has been developed and implemented to collect formative assessment information on a regular basis to ensure a tight feedback loop between teaching and learning in the classroom. All teachers implement Friday Checkpoint Assessments based on the skills and concepts that they have taught over the week. The Friday Checkpoint Assessments are formatted in a multiple-choice and/or short-answer format so that they can be	<i>The school will transfer into the Restart Model beginning in 2011-2012 school year. Please refer to the note on the rationale for this in Section II. Description of the Restart model will be provided in the Restart Addendum Application separately.</i>	<i>Year 2 plan to be updated based on planning with selected EPO under the Restart Model</i>

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	<p>administered, collected, and scored quickly in order to provide teachers with “real time” information to make decisions about individual student instructional needs and provide appropriate differentiation the following week. Apperson scanners were purchased and are being used to facilitate the scoring of the multiple-choice items. Assistant Principals collect evidence of the use of ongoing formative assessment practices and strategies. Regular professional development is being provided on how to use classroom assessment to inform instructional decision-making on an ongoing basis.</p>		
<p>Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>Technology including a server, desktop computers, and mobile laptop carts were purchased and installed to support the use of technology in classroom instruction, a functional learning lab for students, and to support the implementation of READ 180. A formative assessment feedback loop has been codified and implemented. A data themed Professional Learning Community was formed to support collaborative learning on the use of data. Skedula, a comprehensive data platform, was installed to improve the school’s</p>	<p><i>The school will transfer into the Restart Model beginning in 2011-2012 school year. Please refer to the note on the rationale for this in Section II. Description of the Restart model will be provided in the Restart Addendum Application separately.</i></p>	<p><i>Year 2 plan to be updated based on planning with selected EPO under the Restart Model</i></p>

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	access to data, data analysis and student tracking systems.		
Establish schedules and strategies that provide increased learning time	<p>An Expanded Learning Time program (ELT) providing academic supports and enrichment opportunities for students in grades 9-12 was implemented for afterschool in the spring 2011 term.</p> <p>A credit recovery program was offered at the end of the fall 2010 term and served 50 students. Students have been highly encouraged to take advantage of academic interventions including Regents Prep, Credit Recovery, Core Subject Review, and Tutoring; as well as enrichment activities such as cooking, dance, art and music.</p>	<p><i>The school will transfer into the Restart Model beginning in 2011-2012 school year. Please refer to the note on the rationale for this in Section II. Description of the Restart model will be provided in the Restart Addendum Application separately.</i></p>	<p><i>Year 2 plan to be updated based on planning with selected EPO under the Restart Model</i></p>
Provide ongoing mechanisms for family and community engagement	<p>Engagement strategies, including a Parent Town Hall, fliers, text messages, voicemails and direct calls have been implemented. A Pathways to College Program has been launched with the support of the Abyssinian Development Corporation. Events for parents of rising seniors and incoming freshmen, including breakfasts and school orientations, are slated for later this spring.</p>	<p><i>The school will transfer into the Restart Model beginning in 2011-2012 school year. Please refer to the note on the rationale for this in Section II. Description of the Restart model will be provided in the Restart Addendum Application separately.</i></p>	<p><i>Year 2 plan to be updated based on planning with selected EPO under the Restart Model</i></p>

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
<p>Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates</p>	<p>Decisions related to staffing, scheduling, budgeting and other operational flexibility needed to implement the school’s activities for Transformation are made at the school level, as described in the above summaries. Public schools in New York City have such decision-making authority since 2007, including the ability to choose a Children First Network school support organization as appropriate to its needs. Schools are still subject to the policies of the NYCDOE and other applicable rules and regulations, including student placement policies, fiscal reporting regulations, special education requirements, labor contracts, Chancellor’s Regulations, and other accountability standards.</p>	<p><i>The school will transfer into the Restart Model beginning in 2011-2012 school year. Please refer to the note on the rationale for this in Section II. Description of the Restart model will be provided in the Restart Addendum Application separately.</i></p>	<p><i>Year 2 plan to be updated based on planning with selected EPO under the Restart Model</i></p>
<p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)</p>	<p>Aside from the support of its Network Organization, the school receives ongoing support from Central staff on various aspects of its Transformation activities, including monthly training and regular coaching on the Teacher Evaluation; weekly communication on Central support and activities that affect Transformation schools; check-in with the School Improvement Liaison; and follow-up on technical or logistical questions or issues</p>	<p><i>The school will transfer into the Restart Model beginning in 2011-2012 school year. Please refer to the note on the rationale for this in Section II. Description of the Restart model will be provided in the Restart Addendum Application separately, along with key support from the EPO.</i></p>	<p><i>Year 2 plan to be updated based on planning with selected EPO under the Restart Model</i></p>

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	from the Turnaround staff.		
If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality	NYCDOE’s Division of Contracts and Purchasing has a formal pre-qualification solicitation process to vet potential vendors seeking to work with schools in the district. An external provider that is interested in working with a school—even if the school itself proposed it as a potential partner—must submit a proposal to a Pre-Qualification Solicitation to articulate the scope of services and associated costs. A contract is only awarded after approval from DOE’s Panel for Educational Policy.	NYCDOE will continue to ensure that schools have a variety of options for partnering with quality service providers to support their ongoing improvement work.	Proceeding according to approved ‘09 SIG plan

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**(Continued) SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Transformation Model**

Complete for **each** school receiving FY 2009 SIG funds to implement the Transformation Model.

School: Automotive High School  
Grades Served: 9<sup>th</sup>-12<sup>th</sup>

NCES#: 01913  
Number of students: 881

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Transformation Model. In the second column, entitled *Summary of Year 1 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 2 Implementation*, please describe the actions that will be taken during the 2011-2012 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

- proceeding according to approved '09 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued.

<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
Replace the principal who led the school prior to commencement of the transformation model	Automotive High School's principal, Mary Brouder, has been the leader of the school for less than two years since the implementation of its transformation model, and has contributed to the emerging positive performance trends to date. Therefore, as per the original plan for this school's Transformation, there has been no change in	The principal will continue to receive coaching from existing support partners to help strategize and carry out the school's ongoing transformation.	Completed

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
	<p>leadership. Principal Brouder has received ongoing coaching through The NYC Leadership Academy and support through New Visions for Public Schools, the school's Children First Network support organization.</p>		
<p>Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement;</p>	<p>School representatives have been attending monthly trainings since November 2010 on the evaluation structure, introducing the system to staff, becoming familiar with the evaluation rubric, and developing the skill sets and protocols to turnkey and implement the evaluation process in the school. Topics have included conducting observations, collecting evidence, establishing norms in teacher proficiency levels school-wide, and preparing and giving teacher feedback that tie into professional development. The teacher evaluation system was formally introduced in the school in February 2011. A Teacher Evaluation System Manager (TEM) assigned to the school supports the principal on a regular basis on the day-to-day implementation of the system. Principals and teacher evaluators will continue to receive training through May 2011. Teachers are slated to have year-end ratings, based on the measures of teacher competencies under the newly implemented evaluation system, by</p>	<p>The school will continue to refine its implementation of the Teacher Effectiveness evaluation model, based on the 4-point rating scale. The principal and key staff will continue to participate in year-long trainings related to the teacher evaluation system and using the skills and techniques that they have gained through the trainings to carry out ongoing teacher observations, discussions, and performance reviews. TEMs will continue to be available to provide support as needed. It is anticipated that the measures of student learning will be phased in as part of the evaluation system for the 2011-12 school year.</p>	<p>Proceeding according to approved '09 SIG plan</p>

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
	June 2011.		
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	All Transformation schools participate in the Master & Turnaround Teachers Program, which provides high-performing teachers with additional compensation, in accordance with DOE/UFT draft agreement, for increased responsibilities related to supporting the professional development of the school’s faculty. A hiring fair was held specifically for the Transformation Schools to interview and recruit Master and Turnaround Teachers during summer 2010. During the school year, Master and Turnaround teachers received ongoing professional development as related to their roles in the schools. These teachers are subject to the same Teacher Effectiveness Evaluation System that is being deployed in the Transformation schools and must maintain a “highly effective” rating to retain their roles.	<i>The school will transfer into the Restart Model beginning in 2011-2012 school year. Please refer to the note on the rationale for this in Section II. Description of the Restart model will be provided in the Restart Addendum Application separately.</i>	<i>Year 2 plan to be updated based on planning with selected EPO under the Restart Model</i>
Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s	The school identified three critical areas for professional development:  1) Unified assessments (see continuous use of student data below)  2) Students’ social and emotional needs <ul style="list-style-type: none"> <li>▪ “Graduation guardianship” extended to</li> </ul>	<i>The school will transfer into the Restart Model beginning in 2011-2012 school year. Please refer to the note on the rationale for this in Section II. Description of the Restart model will be provided in the Restart Addendum Application separately.</i>	<i>Year 2 plan to be updated based on planning with selected EPO under the Restart Model</i>

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<p>comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</p>	<p>school-wide participation. Pre-college services and attendance were the focus of graduation guardian activities.</p> <p>3) School culture</p> <ul style="list-style-type: none"> <li>▪ Violent incidents reduced to zero from 9 the previous year. We have reduced discipline code level four and five incidents (68 incidents in Fall versus 48 in Spring).</li> <li>▪ Training with Life Space Crisis Intervention program provided individuals and teams (Deans, Guidance counselors) with tools to de-escalate conflicts.</li> </ul> <p>Spring focus was on improving the school's response to quality of life level one and two incidents, such as hall walking, which declined from 70 per month to 30 in April, May and June, as sweeps increased and de-escalation techniques were employed</p>		
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary</p>	<ul style="list-style-type: none"> <li>▪ Hired 2 Master and 3 Turnaround Teachers from the Transformation pool.</li> <li>▪ Developed leadership opportunities for peer leaders as department heads to facilitate unified assessments, the analysis of the results and the Inquiry work</li> </ul>	<p><i>The school will transfer into the Restart Model beginning in 2011-2012 school year. Please refer to the note on the rationale for this in Section II. Description of the Restart model will be provided in the</i></p>	<p><i>Year 2 plan to be updated based on planning with selected EPO under the Restart Model</i></p>

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
to meet the needs of the students in a transformation school.	academic interventions based on assessments.	<i>Restart Addendum Application separately.</i>	
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	<ul style="list-style-type: none"> <li>▪ Trained staff and implemented the 6+1 Writing Traits (Culham) across the curriculum.</li> <li>▪ Targeted students for Read 180 in 10<sup>th</sup> grade. Expanded training in Read 180 to create a 10<sup>th</sup> grade Read 180 option</li> <li>▪ Trained ISS teachers in Wilson Reading through a series of workshops in May.</li> <li>▪ Targeted IEP students for Wilson programs.</li> </ul>	<i>The school will transfer into the Restart Model beginning in 2011-2012 school year. Please refer to the note on the rationale for this in Section II. Description of the Restart model will be provided in the Restart Addendum Application separately.</i>	<i>Year 2 plan to be updated based on planning with selected EPO under the Restart Model</i>
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	<p>Unified assessments in core subjects were developed, analyzed and studied in Inquiry teams, to identify students for tutoring/ interventions.</p> <ul style="list-style-type: none"> <li>▪ Last June there were 110 graduates. (46% of cohort); this year, there were 119, (50.4% of cohort).</li> <li>▪ In Fall 2010, credit accumulation increased by an average of one full credit in 3/4 cohorts with 10<sup>th</sup> grade credit accumulation on par with the previous year.</li> </ul>	<i>The school will transfer into the Restart Model beginning in 2011-2012 school year. Please refer to the note on the rationale for this in Section II. Description of the Restart model will be provided in the Restart Addendum Application separately.</i>	<i>Year 2 plan to be updated based on planning with selected EPO under the Restart Model</i>

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	<ul style="list-style-type: none"> <li>○ Extended day for 9<sup>th</sup> graders, extra period of Math and ELA each semester.</li> <li>○ Focus on 10<sup>th</sup> grade credit recovery and participation in Regents preparation</li> <li>○ Classes designed to support 12<sup>th</sup> graders' Regents achievement</li> </ul>		
Establish schedules and strategies that provide increased learning time	<ul style="list-style-type: none"> <li>▪ Ninth graders received double periods in Algebra and ELA to give them more time for mastery of content and passing of Regents associated with literacy and math skills</li> <li>▪ Additional courses were designed for students in 10<sup>th</sup> and 11<sup>th</sup> grade students to support Regents passing goals in Math, US History and LE <ul style="list-style-type: none"> <li>▪ Additional courses were designed for 12<sup>th</sup> grade students needing to pass Regents exams, who had accumulated the required credits, but needed additional support</li> </ul> </li> </ul>	<i>The school will transfer into the Restart Model beginning in 2011-2012 school year. Please refer to the note on the rationale for this in Section II. Description of the Restart model will be provided in the Restart Addendum Application separately.</i>	<i>Year 2 plan to be updated based on planning with selected EPO under the Restart Model</i>
Provide ongoing mechanisms for family and community engagement	Outreach for family college planning led to more than 130 families who benefitted from consultation on college and career choices, as well as financial planning. Other positive school interactions were logged, totaling more than 400 in the past 7 months compared	<i>The school will transfer into the Restart Model beginning in 2011-2012 school year. Please refer to the note on the rationale for this in Section II. Description of the Restart model will be provided in the</i>	<i>Year 2 plan to be updated based on planning with selected EPO under the Restart Model</i>

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
	to less than 100 last year, celebrating student achievement.	<i>Restart Addendum Application separately.</i>	
Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	Decisions related to staffing, scheduling, budgeting and other operational flexibility needed to implement the school’s activities for Transformation are made at the school level, as described in the above summaries. Public schools in New York City have such decision-making authority since 2007, including the ability to choose a Children First Network school support organization as appropriate to its needs. Schools are still subject to the policies of the NYCDOE and other applicable rules and regulations, including student placement policies, fiscal reporting regulations, special education requirements, labor contracts, Chancellor’s Regulations, and other accountability standards.	<i>The school will transfer into the Restart Model beginning in 2011-2012 school year. Please refer to the note on the rationale for this in Section II. Description of the Restart model will be provided in the Restart Addendum Application separately.</i>	<i>Year 2 plan to be updated based on planning with selected EPO under the Restart Model</i>
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization	Aside from the support of its Network Organization, the school receives ongoing support from Central staff on various aspects of its Transformation activities, including monthly training and regular coaching on the	<i>The school will transfer into the Restart Model beginning in 2011-2012 school year. Please refer to the note on the rationale for this in Section II. Description of the</i>	<i>Year 2 plan to be updated based on planning with selected EPO under the Restart Model</i>

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(such as a school turnaround organization or an EMO)	Teacher Evaluation; weekly communication on Central support and activities that affect Transformation schools; check-in with the School Improvement Liaison; and follow-up on technical or logistical questions or issues from the Turnaround staff.	<i>Restart model will be provided in the Restart Addendum Application separately, including support from the selected EPO.</i>	
If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality	NYCDOE’s Division of Contracts and Purchasing has a formal pre-qualification solicitation process to vet potential vendors seeking to work with schools in the district. An external provider that is interested in working with a school—even if the school itself proposed it as a potential partner—must submit a proposal to a Pre-Qualification Solicitation to articulate the scope of services and associated costs. A contract is only awarded after approval from DOE’s Panel for Educational Policy.	NYCDOE will continue to ensure that schools have a variety of options for partnering with quality service providers to support their ongoing improvement work.	Proceeding according to approved ‘09 SIG plan

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**(Continued) SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Transformation Model**

Complete for **each** school receiving FY 2009 SIG funds to implement the Transformation Model.

School: Brooklyn School for Global Studies  
Grades Served: 6<sup>th</sup>-12<sup>th</sup>

NCES#: 01377  
Number of students: 424

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Transformation Model. In the second column, entitled *Summary of Year 1 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 2 Implementation*, please describe the actions that will be taken during the 2011-2012 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

- proceeding according to approved '09 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued.

<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
Replace the principal who led the school prior to commencement of the transformation model	A new principal, Joseph O'Brien, was installed at the beginning of the 2010-2011 school year. The leader has received ongoing coaching through The NYC Leadership Academy and support through the school's Children First Network support organization.	The principal will continue to receive coaching from existing support partners to help strategize and carry out the school's ongoing transformation.	Completed
Use rigorous, transparent, and	School representatives have been attending	The school will continue to refine its	Proceeding according to

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
<p>equitable evaluation systems for teachers and principals that--</p> <p>(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and</p> <p>(2) Are designed and developed with teacher and principal involvement;</p>	<p>monthly trainings since November 2010 on the evaluation structure, introducing the system to staff, becoming familiar with the evaluation rubric, and developing the skill sets and protocols to turnkey and implement the evaluation process in the school. Topics have included conducting observations, collecting evidence, establishing norms in teacher proficiency levels school-wide, and preparing and giving teacher feedback that tie into professional development. The teacher evaluation system was formally introduced in the school in February 2011. A Teacher Evaluation System Manager (TEM) assigned to the school supports the principal on a regular basis on the day-to-day implementation of the system. Principals and teacher evaluators will continue to receive training through May 2011. Teachers are slated to have year-end ratings, based on the measures of teacher competencies under the newly implemented evaluation system, by June 2011.</p>	<p>implementation of the Teacher Effectiveness evaluation model, based on the 4-point rating scale. The principal and key staff will continue to participate in year-long trainings related to the teacher evaluation system and using the skills and techniques that they have gained through the trainings to carry out ongoing teacher observations, discussions, and performance reviews. TEMs will continue to be available to provide support as needed. It is anticipated that the measures of student learning will be phased in as part of the evaluation system for the 2011-12 school year.</p>	<p>approved '09 SIG plan</p>
<p>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and</p>	<p>All Transformation schools participate in the Master &amp; Turnaround Teachers Program, which provides high-performing teachers with additional compensation, in accordance with</p>	<p>The school may use the Master and Turnaround Teacher program as a source to recognize effective teachers who help drive significant</p>	<p>Proceeding according to approved '09 SIG plan</p>

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
<p>high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p>DOE/UFT draft agreement, for increased responsibilities related to supporting the professional development of the school's faculty. A hiring fair was held specifically for the Transformation Schools to interview and recruit Master and Turnaround Teachers during summer 2010. During the school year, Master and Turnaround teachers received ongoing professional development as related to their roles in the schools. These teachers are subject to the same Teacher Effectiveness Evaluation System that is being deployed in the Transformation schools and must maintain a "highly effective" rating to retain their roles.</p>	<p>improvements in student achievement. The school's participation in the teacher evaluation system will allow the leadership team to identify and provide staff with professional development needs with support and feedback, and the tools to capture their status on their professional progress. Where needed, the school leadership team will be able to tap resource from the Central office for guidance on addressing staff who have not demonstrated improvement in their professional practice.</p>	
<p>Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and</p>	<p>High Quality Professional Development for all staff and administration to facilitate effective teaching and learning has been a paramount focus for year 1 and will intensify for year two. Professional Development topics such as the inclusive classroom model, SESIS, AVID path training, Common Core standards, SAPIS, e-Science, teen dating violence, teacher effectiveness rubric, transition/linkage, e-chalk, PLATO online, Quality Review, Letter writing to file, speech are only some of the topics served since</p>	<p>Professional Development will continue deep into the summer in the form of Datacation, AVID workshops for all staff, Apple training, and the use of technology in the classroom. Parent workshops will also be held in the transcript review/graduation requirements and the use of our new Rosetta Stone English Online .</p> <p>Year 2 will focus upon the use of</p>	<p>Proceeding according to approved amended plan</p>

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have the capacity to successfully implement school reform strategies;	September. The school has worked with the NYC Leadership Academy, Brienza Academic Advantage, Kaplan K-12, AVID and CFN Network 405, and in-house via the Master Teachers to provide meaningful professional development for all staff and administration. These sessions have been held during and after the school day, weekends, in classrooms, offsite, at dept/faculty meetings, and at Columbia University's Teacher's College.	technology in the classroom (Apple, Teaching Matters) for both administrators and teachers, differentiation of instruction, use of rubrics, classroom management, parent workshops (Brienza academic advantage) ESL language acquisition, Use of data to drive instruction, and attendance and family workshops provided by Good Shepherd services.	
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.	Master teachers in ELA, Special Education and Middle School Math and a Turnaround teacher in Middle School History/SPED were brought in to aid in teaching and learning for year one. Additionally, they have led professional development, lesson study, curriculum mapping and design, program initiatives and alignment of goals to aid in CEP/PPR/School goals for year 1.	New high school master teachers in Math Science and History will be brought in to aid in teaching and learning.	Proceeding according to approved '09 SIG plan
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	Instructional programs to aid teaching and learning were used in year one on both math and ELA via Kaplan K-12 services and AVID. Teacher's College CTT instructional training has also been an integral aspect of year one as has Executive Leadership professional development series regarding	Design and planning will continue throughout the summer through workshops and sessions devoted to creating true vertical alignment between grade content, practice and pedagogy.	Proceeding according to approved amended plan  AVID rollout has been delayed to first build instructional foundation.

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	<p>differentiated instruction.</p> <p>AVID rollout has been delayed to first build instructional foundation.</p>	<p>The school will continue its partnership with Kaplan and expand its instructional program support to include Teaching Matters to aid teachers to utilize the new technology purchased via the SIG grant.</p>	
<p>Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>The use of student data to drive instruction has played a vastly important role across the spectrum in year one. In programming, assessment, enrichment, extended day opportunities or even professional development opportunities afforded to teachers and administration have been essential in building a foundation to meet the needs of individual students. PBAT revision, ELA and Integrated Algebra prep and credit accumulation have all played a major role in year 1.</p>	<p>Master teacher action plans, Kaplan, Teachers College CTT, Executive Leadership Institute, Leadership Academy and Teaching Matters will all be used in year 2 to aid in the continuous use of data to inform and differentiate instruction for individual students.</p>	<p>Proceeding according to approved amended plan</p>
<p>Establish schedules and strategies that provide increased learning time</p>	<p>Extended day programs in all core academic classes for seniors have been a paramount initiative for year one. Science, Phys Ed, Math, ELA and US History have been offered to students of the 11th and 12th grade. Additionally, we have purchased site licenses in PLATO online to aid in both student credit accumulation and recovery. The school also</p>	<p>Year two will bring a more pronounced expansion into both onsite Plato and distance learning to aid in credit accumulation. After careful review of the school's needs, it has decided not to continue work with Citizen Schools. The school will continue its afterschool and</p>	<p>Proceeding according to approved amended plan</p>

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	extended the school week to create a credit bearing Saturday academy and Middle School test preparation.	Saturdays classes to ensure opportunities for credit accumulation.	
Provide ongoing mechanisms for family and community engagement	<p>Family and community engagement has been a priority at the Brooklyn Global Studies throughout year 1.</p> <p>The school hosted various community meetings, activities to engage families such as pot lucks with Citizen Schools and the PTA; monthly book club meeting to foster parental interest in literacy to reinforce their children's learning at home; and student, parent, staff, and community member team participation in fundraiser walks. The school used E-chalk to provide an online platform to engage parents as well as offered workshops for families through Brienza Advantage. An end year field day/carnival has been planned with student government and families to celebrate.</p>	<p>Coordination with the PTA/SLT teams will drive menu items for the school's families. Many of the activities from Year one will continue. Parent and Teacher trips to colleges/Universities will become a monthly event as will guidance workshops in transcript review and homework help in year 2. Additional activities to engage the local community are planned including Global Family Game Night, Global Harvest, and A Taste of Cobble Hill- highlighting restaurants in the neighborhood and as a fundraiser for PTA.</p>	Proceeding according to approved '09 SIG plan
Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and	Decisions related to staffing, scheduling, budgeting and other operational flexibility needed to implement the school's activities for Transformation are made at the school level, as described in the above summaries. Public schools in New York City have such	Related actions will continue to be made at the school level, based on its implementation needs, throughout the grant period.	Proceeding according to approved '09 SIG plan

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increase high school graduation rates	decision-making authority since 2007, including the ability to choose a Children First Network school support organization as appropriate to its needs. Schools are still subject to the policies of the NYCDOE and other applicable rules and regulations, including student placement policies, fiscal reporting regulations, special education requirements, labor contracts, Chancellor's Regulations, and other accountability standards.		
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	Aside from the support of its Network Organization, the school receives ongoing support from Central staff on various aspects of its Transformation activities, including monthly training and regular coaching on the Teacher Evaluation; weekly communication on Central support and activities that affect Transformation schools; check-in with the School Improvement Liaison; and follow-up on technical or logistical questions or issues from the Turnaround staff.	The supports described will continue for Year 2 of the school's transformation activities. NYCDOE will also survey the principal about other forms of assistance that the school feels would be of benefit for its ongoing improvement efforts.	Proceeding according to approved '09 SIG plan
If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external	NYCDOE's Division of Contracts and Purchasing has a formal pre-qualification solicitation process to vet potential vendors seeking to work with schools in the district.	NYCDOE will continue to ensure that schools have a variety of options for partnering with quality service providers to support their ongoing	Proceeding according to approved '09 SIG plan

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providers to ensure their quality	An external provider that is interested in working with a school—even if the school itself proposed it as a potential partner—must submit a proposal to a Pre-Qualification Solicitation to articulate the scope of services and associated costs. A contract is only awarded after approval from DOE’s Panel for Educational Policy.	improvement work.	

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**(Continued) SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Transformation Model**

Complete for **each** school receiving FY 2009 SIG funds to implement the Transformation Model.

School: Cobble Hill School of American Studies  
Grades Served: 9<sup>th</sup>-12<sup>th</sup>

NCES#: 03389  
Number of students: 563

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Transformation Model. In the second column, entitled *Summary of Year 1 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 2 Implementation*, please describe the actions that will be taken during the 2011-2012 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

- proceeding according to approved '09 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued.

<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
Replace the principal who led the school prior to commencement of the transformation model	A new principal, Anna Maria Mulè, came on board prior to the start of the school year. The leader has received ongoing coaching through The NYC Leadership Academy and support through the school's Children First Network support organization. In addition, Principal Mulè works with a Transformation Mentor Principal to ensure the transition and	The principal will continue to receive coaching from existing support partners and the Transformation Mentor Principal, as needed, to help strategize and carry out the school's ongoing transformation.	Completed

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
	continuation of successful practices that had been undertaken to date.		
<p>Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and</p> <p>(2) Are designed and developed with teacher and principal involvement;</p>	<p>School representatives have been attending monthly trainings since November 2010 on the evaluation structure, introducing the system to staff, becoming familiar with the evaluation rubric, and developing the skill sets and protocols to turnkey and implement the evaluation process in the school. Topics have included conducting observations, collecting evidence, establishing norms in teacher proficiency levels school-wide, and preparing and giving teacher feedback that tie into professional development. The teacher evaluation system was formally introduced in the school in February 2011. A Teacher Evaluation System Manager (TEM) assigned to the school supports the principal on a regular basis on the day-to-day implementation of the system. Principals and teacher evaluators will continue to receive training through May 2011. Teachers are slated to have year-end ratings, based on the measures of teacher competencies under the newly implemented evaluation system, by June 2011.</p>	<p>The school will continue to refine its implementation of the Teacher Effectiveness evaluation model, based on the 4-point rating scale. The principal and key staff will continue to participate in year-long trainings related to the teacher evaluation system and using the skills and techniques that they have gained through the trainings to carry out ongoing teacher observations, discussions, and performance reviews. TEMs will continue to be available to provide support as needed. It is anticipated that the measures of student learning will be phased in as part of the evaluation system for the 2011-12 school year.</p>	<p>Proceeding according to approved '09 SIG plan</p>
<p>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have</p>	<p>All Transformation schools participate in the Master &amp; Turnaround Teachers Program, which provides high-performing teachers with</p>	<p>The school may use the Master and Turnaround Teacher program as a source to recognize effective</p>	<p>Proceeding according to approved '09 SIG plan</p>

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
<p>increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p>additional compensation, in accordance with DOE/UFT draft agreement, for increased responsibilities related to supporting the professional development of the school's faculty. A hiring fair was held specifically for the Transformation Schools to interview and recruit Master and Turnaround Teachers during summer 2010. During the school year, Master and Turnaround teachers received ongoing professional development as related to their roles in the schools. These teachers are subject to the same Teacher Effectiveness Evaluation System that is being deployed in the Transformation schools and must maintain a "highly effective" rating to retain their roles.</p>	<p>teachers who help drive significant improvements in student achievement. The school's participation in the teacher evaluation system will allow the leadership team to identify and provide staff with professional development needs with support and feedback, and the tools to capture their status on their professional progress. Where needed, the school leadership team will be able to tap resource from the Central office for guidance on addressing staff who have not demonstrated improvement in their professional practice.</p>	
<p>Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to</p>	<p>Administrators and AUSSIE coaches have collaborated to assess teacher performance and student achievement data and worked together to determine professional development needs. A professional development calendar was created and offerings were aligned to recommendations in the school's Quality Review, Curriculum Audit, Comprehensive Assessment etc. AUSSIES (Math, Science, Social Studies and Literacy) provided school-wide professional development on a monthly</p>	<p>AUSSIEs will continue providing professional development to all teachers in school.</p> <p>The master teachers will continue providing the same services. In order to improve teachers' skills in classroom management, Counseling for Schools will provide a series of professional development and trainings on social and</p>	<p>Proceeding according to approved amended plan</p>

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
<p>ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</p>	<p>basis and on two staff development days (November and January). They also provided individualized coaching for teachers and coordinated opportunities for teachers to visit one another and share best practices. The three master teachers provided one-on-one coaching to teachers, led study groups throughout the year, provided a variety of workshops after school and co-taught in their subject area. Counseling for schools provided teacher training on Resiliency, Differentiated instruction, Multiple Intelligence, and Positive Youth Development. Educators for Social Responsibility through Guided discipline provided a 5-day Saturday Institute that taught skills to reduce disciplinary referrals and work more effectively with resistant, unmotivated and at risk students; Build comfort and competencies to model, teach, practice and assess social and emotional competencies in the classroom.</p>	<p>emotional development, recognizing different learning styles, and strategies to engage learners and strategies for teaching resiliency ESR will continue working with our teachers through individual coaching to improve school tone.</p> <p>Administrators and teachers will work together to improve their skills in use of data to drive instruction. CFN 308 will run a weekend data institute.</p>	
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary</p>	<p>Hired Master Teachers in ELA, Math and Social Studies. Master Teachers are working additional hours per week in exchange for a 30% increase in pay.</p>	<p>The school plans to hire a Science Master Teacher in Year 2.</p>	<p>Proceeding according to approved amended plan</p>

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
to meet the needs of the students in a transformation school.			
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	<p>To assist struggling students in developing reading comprehension strategies, the 9<sup>th</sup> and 10<sup>th</sup> grade students are utilizing Achieve 3000 an online differentiated reading program. AVID has been utilized as an elective to support students in learning the habits of mind and skills to become effective students. Additionally, all 12<sup>th</sup> grade students have been Participating in College Summit, providing students with the critical skills necessary for applying and being accepted to college.</p> <p>Additionally, the school has been working on creating curriculum maps in each content area aligned to state and common core standards. The work will continue this spring and summer, as teachers work for an extended period of time, facilitated by Teaching Matters in creating units of study utilizing a backwards design approach in Global Studies, Integrated Algebra and Living Environment</p>	<p>AVID will accelerate student learning, use research based methods of effective instruction, provide meaningful and motivational professional development and act as a catalyst for reform and change. Achieve 3000 will be continued. We will also increase the number of online licenses to involve more struggling students.</p> <p>College Summit will also be available to students in Year 2.</p> <p>Curriculum design will continue into year 2 – expanding into developing curriculum for the Science Lab courses, Advanced Placement courses, US History courses and Mathematics courses.</p>	Proceeding according to approved amended plan
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction	A variety of data is used to inform and differentiate instruction based on student needs. This includes analysis of periodic assessments (ACUITY), analysis of student	All of these activities will continue in Year 2. Additionally, common planning time will be expanded (daily for 9 <sup>th</sup> grade teachers)	Proceeding according to approved amended plan.

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
in order to meet the academic needs of individual students.	results on standardized tests, analysis of student work and student work products such as essays and reports, administration and analysis of performance based assessments. To develop and increase the Instructional Support teacher effectiveness and thus increase student achievement levels. Instructional Support teachers are provided with extra time on a weekly basis to meet with the ICT team and discuss/adjust differentiated strategies and practices so they can meet teachers' and students' needs. The school has also created a QIP Inquiry Team to examine data related to SWD's, establish goals for each cohort, and institute best practices.	affording teachers with more opportunity to share and use classroom level data to formulate goals and make instructional adjustments at grade level and across disciplines.	
Establish schedules and strategies that provide increased learning time	Students are provided with additional learning time throughout the year. This includes daily tutoring, PM school (fall and spring), Spring Intensive (April break); comprehensive afterschool program; College Now, Opening Act, Brooklyn Historical Museum class, etc.	These additional learning opportunities will continue in Year 2.	Proceeding according to amended approved SIG plan
Provide ongoing mechanisms for family and community engagement	Parent coordinator, PTA, and APs work collaboratively with the school's CBOs, The Leadership Program and Partnership with Children, to promote family and community engagement. This year the school distributed a	Family and Community Activities are slated to continue next year.	Proceeding according to approved amended plan

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	<p>quarterly parent newsletter; instituted Pupil Path, an online program providing parents with update progress reports for their children; held an awards ceremony for students who made honor roll; held a Holiday Extravaganza, Talent Show, Senior and Junior Breakfasts, Financial Aid Night, Dinner with the Principal; and a host of other activities to engage parents and community. A School Aide also provided clerical support to teachers and school leaders during After School activities. He has also supported teachers and school leaders in engaging families to support the school's efforts in helping at risk students getting back on track to graduation.</p>		
<p>Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates</p>	<p>Decisions related to staffing, scheduling, budgeting and other operational flexibility needed to implement the school's activities for Transformation are made at the school level, as described in the above summaries. Public schools in New York City have such decision-making authority since 2007, including the ability to choose a Children First Network school support organization as appropriate to its needs. Schools are still subject to the policies of the NYCDOE and other applicable rules and regulations, including student</p>	<p>Related actions will continue to be made at the school level, based on its implementation needs, throughout the grant period.</p>	<p>Proceeding according to approved '09 SIG plan</p>

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
	placement policies, fiscal reporting regulations, special education requirements, labor contracts, Chancellor’s Regulations, and other accountability standards.		
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	Aside from the support of its Network Organization, the school receives ongoing support from Central staff on various aspects of its Transformation activities, including monthly training and regular coaching on the Teacher Evaluation; weekly communication on Central support and activities that affect Transformation schools; check-in with the School Improvement Liaison; and follow-up on technical or logistical questions or issues from the Turnaround staff.	The supports described will continue for Year 2 of the school’s transformation activities. NYCDOE will also survey the principal about other forms of assistance that the school feels would be of benefit for its ongoing improvement efforts.	Proceeding according to approved ‘09 SIG plan
If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality	NYCDOE’s Division of Contracts and Purchasing has a formal pre-qualification solicitation process to vet potential vendors seeking to work with schools in the district. An external provider that is interested in working with a school—even if the school itself proposed it as a potential partner—must submit a proposal to a Pre-Qualification Solicitation to articulate the scope of services and associated costs. A contract is only awarded after approval from DOE’s Panel for Educational Policy.	NYCDOE will continue to ensure that schools have a variety of options for partnering with quality service providers to support their ongoing improvement work.	Proceeding according to approved ‘09 SIG plan

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**(Continued) SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Transformation Model**

Complete for **each** school receiving FY 2009 SIG funds to implement the Transformation Model.

School: Franklin D. Roosevelt High School  
Grades Served: 9<sup>th</sup>-12<sup>th</sup>

NCES#: 01947  
Number of students: 3412

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Transformation Model. In the second column, entitled *Summary of Year 1 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 2 Implementation*, please describe the actions that will be taken during the 2011-2012 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

- proceeding according to approved '09 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued.

<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
Replace the principal who led the school prior to commencement of the transformation model	A new principal, Steven DeMarco, came on board prior to the start of the school year. The leader has access to ongoing coaching through The NYC Leadership Academy and support through the school's Children First Network support organization.	The principal will continue to receive coaching from existing support partners to help strategize and carry out the school's ongoing transformation.	Completed
Use rigorous, transparent, and	School representatives have been attending	The school will continue to refine its	Proceeding according

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
<p>equitable evaluation systems for teachers and principals that--</p> <p>(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and</p> <p>(2) Are designed and developed with teacher and principal involvement;</p>	<p>monthly trainings since November 2010 on the evaluation structure, introducing the system to staff, becoming familiar with the evaluation rubric, and developing the skill sets and protocols to turnkey and implement the evaluation process in the school. Topics have included conducting observations, collecting evidence, establishing norms in teacher proficiency levels school-wide, and preparing and giving teacher feedback that tie into professional development. The teacher evaluation system was formally introduced in the school in February 2011. A Teacher Evaluation System Manager (TEM) assigned to the school supports the principal on a regular basis on the day-to-day implementation of the system. Principals and teacher evaluators will continue to receive training through May 2011. Teachers are slated to have year-end ratings, based on the measures of teacher competencies under the newly implemented evaluation system, by June 2011.</p>	<p>implementation of the Teacher Effectiveness evaluation model, based on the 4-point rating scale. The principal and key staff will continue to participate in year-long trainings related to the teacher evaluation system and using the skills and techniques that they have gained through the trainings to carry out ongoing teacher observations, discussions, and performance reviews. TEMs will continue to be available to provide support as needed. It is anticipated that the measures of student learning will be phased in as part of the evaluation system for the 2011-12 school year.</p>	<p>to approved '09 SIG plan</p>
<p>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and</p>	<p>All Transformation schools participate in the Master &amp; Turnaround Teachers Program, which provides high-performing teachers with additional compensation, in accordance with</p>	<p>The school may use the Master and Turnaround Teacher program as a source to recognize effective teachers who help drive significant</p>	<p>Proceeding according to approved '09 SIG plan</p>

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
<p>high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p>DOE/UFT draft agreement, for increased responsibilities related to supporting the professional development of the school's faculty. A hiring fair was held specifically for the Transformation Schools to interview and recruit Master and Turnaround Teachers during summer 2010. During the school year, Master and Turnaround teachers received ongoing professional development as related to their roles in the schools. These teachers are subject to the same Teacher Effectiveness Evaluation System that is being deployed in the Transformation schools and must maintain a "highly effective" rating to retain their roles.</p>	<p>improvements in student achievement. The school's participation in the teacher evaluation system will allow the leadership team to identify and provide staff with professional development needs with support and feedback, and the tools to capture their status on their professional progress. Where needed, the school leadership team will be able to tap resource from the Central office for guidance on addressing staff who have not demonstrated improvement in their professional practice.</p>	
<p>Provide staff ongoing, high-quality, job-embedded professional development (<u>e.g.</u>, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate</p>	<p>During the first year of the grant several partners provided professional development/support. Mercy College provided weekly math professional development/support, lesson planning assistance, and strategies that support engaging math instruction. Aussies provided training in the areas of curriculum mapping, strategies for the CTT classroom, differentiated instruction, and facilitated the use of classroom inter-visitations. Brienza provided PD and support to targeted content</p>	<p>Our school has assessed the professional development activities from Year 1 of the grant. This review included an analysis of teacher results, city/state feedback, teacher surveys, student results, as well as feedback from the SLT and other stakeholders. As a result, the following actions will be taken during Year 2; <b>Mercy College-</b> Create a Year 2 cohort of math teachers and continue</p>	<p>Proceeding according to approved '09 SIG plan</p>

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effective teaching and learning and have the capacity to successfully implement school reform strategies;	area teachers, ELL teachers, as well as Science and Social studies teaching grade 11 students in the areas of differentiated instruction and raising student engagement. Teaching Matters Inc. is providing training/support developing engaging writing activities that support the ELA/Social Studies curriculum, exposing students to career/college opportunities, using data to drive instruction, and using the peer review process to support the development of teacher lesson plans. The Center for Applied Linguistics is providing professional development to support ELL instruction. This includes overcoming language barrier issues, providing differentiated instruction, and other pertinent issues. Preliminary results show an increase in engaging teacher lessons and improved student proficiency rates as measured by the scholarship report. Additionally, teachers are developing curriculum maps, using differentiated instruction in the classroom, and using the inquiry space.	supporting math teachers from the first year of the grant. <b>Aussies-</b> Offer additional professional development and on-site support to facilitate more effective curriculum mapping and increase the use of facilitated intervisitations. <b>Teaching Matters Inc.-</b> will continue its workshops that support student writing and using the peer review process. PD efforts will help teachers develop interdisciplinary units and support the goal of college/career readiness for students. <b>The Center for Applied Linguistics-</b> will continue to provide training and on-site support additional targeted ELL teachers. <b>NYIT-</b> will provide training in Science content and pedagogy. This training will support the use of engaging student activities and interdisciplinary curricular activities.	
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and	Financial incentives include the use of Master teachers and per session funds are being used in the school improvement plan. Flexible	During the 2 <sup>nd</sup> year of the grant, master teachers and per session funds will continue to be	Proceeding according to approved '09 SIG plan.

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more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.	scheduling has enabled the grade 9 and grade 10 academies to use block scheduling in support of increase learning time. Master Teachers were hired at the start of the school year. Per session funds, are being used to support the work of curriculum maps, PD, and increasing the rigor throughout the school.	used as a financial incentive.	
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	Ther school has identified several research based programs that are being used to support student instruction including; Achieve 3000, Compass Learning, and Center for Applied Linguistics. These programs are also aligned to the NYS/Common Core standards. Achieve 3000 is being used to support the needs of Special Education students. Compass Learning is being used to support student credit recovery needs.	Programs that are research-based and aligned to the NYS/Common Core standards will continue to be used. Additionally, Year 2 activities will increase its focus on supporting college/career readiness goals. This will be achieved by including activities that promote career/college exploration. Smart Boards and iPads will also be used to motivate students via a plethora of virtual hands-on manipulative applications and other applications that support authentic learning.	Proceeding according to approved '09 SIG plan
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs	Student data is constantly being reviewed using ARIS, ACUITY, STARS, and the Datacation platform. The review of data includes tracking student growth each marking period, indentifying student	Central to Year 2's efforts the school will increase the frequency in which it uses data tools such as ARIS, ACUITY, STARS, Achieve 3000, Compass Learning, and Datacation.	Proceeding according to approved SIG Plan

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of individual students.	strengths/weaknesses as seen under the filter of an Item Skills Analysis, studying groups of students via inquiry work, and results shown on web systems such as Achieve 3000 and compass Learning. Additionally, METIS an independent evaluator and the school's Network is guiding its data study efforts through consultation, technical assistance, and professional development. Through these efforts the school effectively gauges student needs and use this information to drive instructional improvements. While ARIS, ACUITY, and STARS were used throughout the school year, systems such as Datacation, Achieve 3000, and Compass Learning were not available until later in the year due to funding issues.	The school is also anticipating an increase in the use of Inquiry Groups. This will be made possible, as all data systems will be accessible at the start of the school year. This in turn will allow the school to respond to student needs with greater rigor.	
Establish schedules and strategies that provide increased learning time	Block Scheduling was provided to both grade 9 and grade 10 students. Additionally, a multitude of credit recovery opportunities are being provided to students via traditional credit recovery programs and the use of Compass Learning. Block scheduling has helped improved scholarship and attendance rate.	During the 2nd year of the grant, Block Scheduling will continue to be provided to both grade 9 and grade 10 students. We will also continue our credit recovery programs and will expand our After School programs and on-line credit recovery via Compass Learning. We will also purchase iPads, which will support increased student, seat time, and	Proceeding according to approved '09 SIG plan.

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		student engagement.	
Provide ongoing mechanisms for family and community engagement	During the first year of the Transformation grant our school ran a Parent Academy, multicultural evenings, and parent orientations. Attendance Outreach was also conducted through the Guidance Department and through a F-Status supervisor. During the first year of grant the school successfully reduced the number of Long Term Absentees and improved the daily attendance rate. Moving forward, the school hopes to build on these successes and increase family and community engagement.	During the 2 <sup>nd</sup> year of the grant, the will continue to provide the same family and community engagement services. Additionally, it will partner with the Chinese American Planning Council and the Jewish Board who will offer families a multitude of social services, adult literacy workshops, career development opportunities, Chinese culture and language classes, and a wide variety of youth services. The school is also planning to upgrade its Comprehensive Attendance Administration Security System (CAASS), as it will help staff monitor student attendance trends and use this data to improve student attendance when applicable.	Proceeding according to approved '09 SIG plan
Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and	Decisions related to staffing, scheduling, budgeting and other operational flexibility needed to implement the school's activities for Transformation are made at the school level, as described in the above summaries. Public schools in New York City have such	Related actions will continue to be made at the school level, based on its implementation needs, throughout the grant period.	Proceeding according to approved '09 SIG plan

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increase high school graduation rates	decision-making authority since 2007, including the ability to choose a Children First Network school support organization as appropriate to its needs. Schools are still subject to the policies of the NYCDOE and other applicable rules and regulations, including student placement policies, fiscal reporting regulations, special education requirements, labor contracts, Chancellor's Regulations, and other accountability standards.		
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	Aside from the support of its Network Organization, the school receives ongoing support from Central staff on various aspects of its Transformation activities, including monthly training and regular coaching on the Teacher Evaluation; weekly communication on Central support and activities that affect Transformation schools; check-in with the School Improvement Liaison; and follow-up on technical or logistical questions or issues from the Turnaround staff.	The supports described will continue for Year 2 of the school's transformation activities. NYCDOE will also survey the principal about other forms of assistance that the school feels would be of benefit for its ongoing improvement efforts.	Proceeding according to approved '09 SIG plan
If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external	NYCDOE's Division of Contracts and Purchasing has a formal pre-qualification solicitation process to vet potential vendors seeking to work with schools in the district.	NYCDOE will continue to ensure that schools have a variety of options for partnering with quality service providers to support their ongoing	Proceeding according to approved '09 SIG plan

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
providers to ensure their quality	An external provider that is interested in working with a school—even if the school itself proposed it as a potential partner—must submit a proposal to a Pre-Qualification Solicitation to articulate the scope of services and associated costs. A contract is only awarded after approval from DOE’s Panel for Educational Policy.	improvement work.	

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**(Continued) SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Transformation Model**

Complete for **each** school receiving FY 2009 SIG funds to implement the Transformation Model.

School: William E. Grady CTE High School  
Grades Served: 9<sup>th</sup> – 12<sup>th</sup>

NCES#: 02888  
Number of students: 1171

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Transformation Model. In the second column, entitled *Summary of Year 1 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 2 Implementation*, please describe the actions that will be taken during the 2011-2012 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

- proceeding according to approved '09 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued.

<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
Replace the principal who led the school prior to commencement of the transformation model	A new principal, Geraldine Maione, came on board prior to the start of the school year. The leader is a veteran principal and has ongoing support through the school's Children First Network support organization.	The principal will continue to receive coaching from existing support partners, as needed, to help strategize and carry out the school's ongoing transformation.	Completed
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--	School representatives have been attending monthly trainings since November 2010 on the evaluation structure, introducing the	The school will continue to refine its implementation of the Teacher Effectiveness evaluation model,	Proceeding according to approved '09 SIG plan

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
<p>(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement;</p>	<p>system to staff, becoming familiar with the evaluation rubric, and developing the skill sets and protocols to turnkey and implement the evaluation process in the school. Topics have included conducting observations, collecting evidence, establishing norms in teacher proficiency levels school-wide, and preparing and giving teacher feedback that tie into professional development. The teacher evaluation system was formally introduced in the school in February 2011. A Teacher Evaluation System Manager (TEM) assigned to the school supports the principal on a regular basis on the day-to-day implementation of the system. Principals and teacher evaluators will continue to receive training through May 2011. Teachers are slated to have year-end ratings, based on the measures of teacher competencies under the newly implemented evaluation system, by June 2011.</p>	<p>based on the 4-point rating scale. The principal and key staff will continue to participate in year-long trainings related to the teacher evaluation system and using the skills and techniques that they have gained through the trainings to carry out ongoing teacher observations, discussions, and performance reviews. TEMs will continue to be available to provide support as needed. It is anticipated that the measures of student learning will be phased in as part of the evaluation system for the 2011-12 school year.</p>	
<p>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been</p>	<p>All Transformation schools participate in the Master &amp; Turnaround Teachers Program, which provides high-performing teachers with additional compensation, in accordance with DOE/UFT draft agreement, for increased responsibilities related to supporting the professional development of the school's</p>	<p>The school may use the Master and Turnaround Teacher program as a source to recognize effective teachers who help drive significant improvements in student achievement. The school's participation in the teacher</p>	<p>Proceeding according to approved '09 SIG plan</p>

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
provided for them to improve their professional practice, have not done so.	faculty. A hiring fair was held specifically for the Transformation Schools to interview and recruit Master and Turnaround Teachers during summer 2010. During the school year, Master and Turnaround teachers received ongoing professional development as related to their roles in the schools. These teachers are subject to the same Teacher Effectiveness Evaluation System that is being deployed in the Transformation schools and must maintain a “highly effective” rating to retain their roles.	evaluation system will allow the leadership team to identify and provide staff with professional development needs with support and feedback, and the tools to capture their status on their professional progress. Where needed, the school leadership team will be able to tap resource from the Central office for guidance on addressing staff who have not demonstrated improvement in their professional practice.	
Provide staff ongoing, high-quality, job-embedded professional development ( <u>e.g.</u> , regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;	<p>For the first year, the school targeted inquiry work and technology training.</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Period (4 days a week) of inquiry work, data professional development &amp; curriculum work</li> <li>• SMARTBoard training to incorporate technology into the classroom</li> <li>• Math Coach hired for assistance in math classes</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing SMARTBoard implementation and differentiation of instruction with the SMARTBoards</li> <li>• 1<sup>st</sup> period continuation for common planning, data training, curriculum mapping and curriculum building</li> <li>• Outside organizations being brought in for professional development services</li> </ul>	Proceeding according to amended approved SIG plan

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.	Master Teacher played a significant part in Integrated Co-Teaching (ICT) training for staff members. ‘Teacher of the Month’ was created with a reward to those who won, to inspire professional growth and also had group gatherings for praising staff work. The school have a good starting point but will re-evaluate and implement in other ways to make it better.	<ul style="list-style-type: none"> <li>• Continue teacher of the month system &amp; incorporate a student spotlight program to identify great students.</li> <li>• Continue professional development opportunities in and out of the building.</li> <li>• Continue opportunities of rewards and praise.</li> </ul>	Proceeding according to amended approved SIG plan
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	<ul style="list-style-type: none"> <li>• We identified students in need of help, and created repeater classes and tutoring programs to give them assistance.</li> <li>• Determined based on 8<sup>th</sup> grade results, the type of classes the 9<sup>th</sup> graders would need and gave them those classes (ie. Double period classes)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with the implementation of year 1</li> </ul>	Proceeding according to amended approved SIG plan
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	<ul style="list-style-type: none"> <li>• Professional development was given to identify students with special needs, seating students based levels of strengths, the use of exit slips, the use of a classroom checklist and the use of decile data in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with the implementation of year 1</li> </ul>	Proceeding according to amended approved SIG plan
Establish schedules and strategies that provide increased learning time	After-school classes and tutoring were created for students that were identified as in need of it. The after school classes are credit recovery classes with the use of the online program in Social Studies, English, and Music. There is	<ul style="list-style-type: none"> <li>• Continue the implementation of year 1</li> </ul>	Proceeding according to amended approved SIG plan

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
	tutoring classes available in math, science, English, social studies. There are tutoring classes geared specifically towards cohort students. The school has classes for students to makeup labs they missed during the school year. Finally, there are after school classes for credit for students to make up missing credits in math and English.		
Provide ongoing mechanisms for family and community engagement	The Odysseyware online program was given to students and parents to give them a clear picture of how the child is doing in school and towards graduation.	Purchasing planners for parents to give them an idea of the things going on in the building and expanding on implementation of year 1	Proceeding according to amended approved SIG plan
Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	Decisions related to staffing, scheduling, budgeting and other operational flexibility needed to implement the school's activities for Transformation are made at the school level, as described in the above summaries. Public schools in New York City have such decision-making authority since 2007, including the ability to choose a Children First Network school support organization as appropriate to its needs. Schools are still subject to the policies of the NYCDOE and other applicable rules and regulations, including student placement policies, fiscal reporting regulations, special education	Related actions will continue to be made at the school level, based on its implementation needs, throughout the grant period.	Proceeding according to approved '09 SIG plan

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	requirements, labor contracts, Chancellor’s Regulations, and other accountability standards.		
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	Aside from the support of its Network Organization, the school receives ongoing support from Central staff on various aspects of its Transformation activities, including monthly training and regular coaching on the Teacher Evaluation; weekly communication on Central support and activities that affect Transformation schools; check-in with the School Improvement Liaison; and follow-up on technical or logistical questions or issues from the Turnaround staff.	The supports described will continue for Year 2 of the school’s transformation activities. NYCDOE will also survey the principal about other forms of assistance that the school feels would be of benefit for its ongoing improvement efforts.	Proceeding according to approved ‘09 SIG plan
If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality	NYCDOE’s Division of Contracts and Purchasing has a formal pre-qualification solicitation process to vet potential vendors seeking to work with schools in the district. An external provider that is interested in working with a school—even if the school itself proposed it as a potential partner—must submit a proposal to a Pre-Qualification Solicitation to articulate the scope of services and associated costs. A contract is only awarded after approval from DOE’s Panel for Educational Policy.	NYCDOE will continue to ensure that schools have a variety of options for partnering with quality service providers to support their ongoing improvement work.	Proceeding according to approved ‘09 SIG plan

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**(Continued) SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Transformation Model**

Complete for **each** school receiving FY 2009 SIG funds to implement the Transformation Model.

School: Queens Vocational and Technical High School  
Grades Served: 9<sup>th</sup>-12<sup>th</sup>

NCES#: 02860  
Number of students: 1,316

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Transformation Model. In the second column, entitled *Summary of Year 1 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 2 Implementation*, please describe the actions that will be taken during the 2011-2012 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

- proceeding according to approved '09 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued.

<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
Replace the principal who led the school prior to commencement of the transformation model	A new principal, Melissa Burg, came on board prior to the start of the school year and was closely involved in the school's Transformation planning. She has access to ongoing coaching through The NYC Leadership Academy, support through the school's Children First Network support organization, and works with a Transformation	The principal will continue to receive coaching from existing support partners and the Transformation Mentor Principal to help strategize and carry out the school's ongoing transformation.	Completed

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
	Mentor Principal to ensure the transition and continuation of successful practices that had been undertaken to date.		
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement;	School representatives have been attending monthly trainings since November 2010 on the evaluation structure, introducing the system to staff, becoming familiar with the evaluation rubric, and developing the skill sets and protocols to turnkey and implement the evaluation process in the school. Topics have included conducting observations, collecting evidence, establishing norms in teacher proficiency levels school-wide, and preparing and giving teacher feedback that tie into professional development. The teacher evaluation system was formally introduced in the school in February 2011. A Teacher Evaluation System Manager (TEM) assigned to the school supports the principal on a regular basis on the day-to-day implementation of the system. Principals and teacher evaluators will continue to receive training through May 2011. Teachers are slated to have year-end ratings, based on the measures of teacher competencies under the newly implemented evaluation system, by June 2011.	The school will continue to refine its implementation of the Teacher Effectiveness evaluation model, based on the 4-point rating scale. The principal and key staff will continue to participate in year-long trainings related to the teacher evaluation system and using the skills and techniques that they have gained through the trainings to carry out ongoing teacher observations, discussions, and performance reviews. TEMs will continue to be available to provide support as needed. It is anticipated that the measures of student learning will be phased in as part of the evaluation system for the 2011-12 school year.	Proceeding according to approved '09 SIG plan
Identify and reward school leaders,	All Transformation schools participate in the	The school may use the Master and	Proceeding according

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
<p>teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p>Master &amp; Turnaround Teachers Program, which provides high-performing teachers with additional compensation, in accordance with DOE/UFT draft agreement, for increased responsibilities related to supporting the professional development of the school's faculty. A hiring fair was held specifically for the Transformation Schools to interview and recruit Master and Turnaround Teachers during summer 2010. During the school year, Master and Turnaround teachers received ongoing professional development as related to their roles in the schools. These teachers are subject to the same Teacher Effectiveness Evaluation System that is being deployed in the Transformation schools and must maintain a "highly effective" rating to retain their roles.</p>	<p>Turnaround Teacher program as a source to recognize effective teachers who help drive significant improvements in student achievement. The school's participation in the teacher evaluation system will allow the leadership team to identify and provide staff with professional development needs with support and feedback, and the tools to capture their status on their professional progress. Where needed, the school leadership team will be able to tap resource from the Central office for guidance on addressing staff who have not demonstrated improvement in their professional practice.</p>	<p>to approved '09 SIG plan</p>
<p>Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program</p>	<p>ASCD has begun work on Danielson Teacher Effectiveness Model. High School That Work consultants 2 x per month with a focus on literacy strategies across the curriculum, improving Algebra, and Geometry curricula with common core standards and increasing rigor across the curriculum.</p>	<p>Continue work on goals of literacy across curriculum, implementation of common core standards in ELA, Algebra, Geometry and Teacher Effectiveness model by High School That Work and ASCD with teachers and school leadership. Additional focus on differentiated instruction. Kaplan Professional Development</p>	<p>Proceeding according to amended plan.</p>

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;		training on SAT/PSAT prep strategies for students.	
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.	Increased focus on the SLC Model of teacher empowerment and leadership; SLC Coordinators and Master teachers are fully involved with Professional Development as leadership team members.	Continued teacher empowerment through SLC's and Master teacher initiative.	Proceeding according to approved 2009 plan.
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	Planned and Implemented Algebra & Geometry curricula that is realigned to common core standards with consultants from High Schools That Work.	Align Trigonometry curriculum to common core standards. Align ELA 9 <sup>th</sup> and 10 <sup>th</sup> grade to common core standards.	Proceeding according to amended plan.
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	Inquiry teams gave pre and post test for monthly literacy goals by SLC. Administer Acuity Assessments. Ordering and training on the Daedalus student information system to augment and supplement the use of ATS, Stars and ARIS. Plan and participate in the PBA initiatives through the Department of Education.	Implement and/or increase the use of various forms of student data through on-going Professional Development on types of assessments, and how the results of those assessments inform next steps for instruction.	Inquiry team proceeding according to 2009 plan. Daedalus proceeding according to amended plan.

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Establish schedules and strategies that provide increased learning time	Added on-line learning opportunities to supplement after school and Saturday school credit recovery efforts. Additional English course provided for 9 <sup>th</sup> and 12 <sup>th</sup> grade level 1 & 2 students.	Increase advanced course work for 11 <sup>th</sup> and 12 <sup>th</sup> grades.	Proceeding according to 2009 plan.
Provide ongoing mechanisms for family and community engagement	Host 20 events for parent participation and inclusion. Utilized Global Connect for increased Parental Outreach. SLC specific case conferencing. Parental outreach through newly hired school aides.	Increase events for parent outreach and participation. Continue career and college counselor service 3 days per week to increase post-secondary success.	Proceeding according to 2009 plan.
Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	Decisions related to staffing, scheduling, budgeting and other operational flexibility needed to implement the school's activities for Transformation are made at the school level, as described in the above summaries. Public schools in New York City have such decision-making authority since 2007, including the ability to choose a Children First Network school support organization as appropriate to its needs. Schools are still subject to the policies of the NYCDOE and other applicable rules and regulations, including student placement policies, fiscal reporting regulations, special education requirements, labor contracts, Chancellor's Regulations, and other accountability standards.	Related actions will continue to be made at the school level, based on its implementation needs, throughout the grant period.	Proceeding according to approved '09 SIG plan

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
<p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)</p>	<p>Aside from the support of its Network Organization, the school receives ongoing support from Central staff on various aspects of its Transformation activities, including monthly training and regular coaching on the Teacher Evaluation; weekly communication on Central support and activities that affect Transformation schools; check-in with the School Improvement Liaison; and follow-up on technical or logistical questions or issues from the Turnaround staff.</p>	<p>The supports described will continue for Year 2 of the school’s transformation activities. NYCDOE will also survey the principal about other forms of assistance that the school feels would be of benefit for its ongoing improvement efforts.</p>	<p>Proceeding according to approved ‘09 SIG plan</p>
<p>If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality</p>	<p>NYCDOE’s Division of Contracts and Purchasing has a formal pre-qualification solicitation process to vet potential vendors seeking to work with schools in the district. An external provider that is interested in working with a school—even if the school itself proposed it as a potential partner—must submit a proposal to a Pre-Qualification Solicitation to articulate the scope of services and associated costs. A contract is only awarded after approval from DOE’s Panel for Educational Policy.</p>	<p>NYCDOE will continue to ensure that schools have a variety of options for partnering with quality service providers to support their ongoing improvement work.</p>	<p>Proceeding according to approved ‘09 SIG plan</p>

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**(Continued) SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Transformation Model**

Complete for **each** school receiving FY 2009 SIG funds to implement the Transformation Model.

School: Flushing High School  
Grades Served: 9<sup>th</sup>-12<sup>th</sup>

NCES#: 01950  
Number of students: 3041

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Transformation Model. In the second column, entitled *Summary of Year 1 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 2 Implementation*, please describe the actions that will be taken during the 2011-2012 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

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This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued.

<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
Replace the principal who led the school prior to commencement of the transformation model	A new principal, Carl Hudson, came on board prior to the start of the school year. The leader has access to ongoing coaching through The NYC Leadership Academy and support through the school's Children First Network support organization. In addition, Principal Hudson works with a Transformation Mentor Principal during his first year of principalship	The principal will continue to receive coaching from existing support partners to help strategize and carry out the school's ongoing transformation.	Completed

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
	to ensure the transition and continuation of successful practices that the school had been undertaken to date.		
<p>Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and</p> <p>(2) Are designed and developed with teacher and principal involvement;</p>	<p>School representatives have been attending monthly trainings since November 2010 on the evaluation structure, introducing the system to staff, becoming familiar with the evaluation rubric, and developing the skill sets and protocols to turnkey and implement the evaluation process in the school. Topics have included conducting observations, collecting evidence, establishing norms in teacher proficiency levels school-wide, and preparing and giving teacher feedback that tie into professional development. The teacher evaluation system was formally introduced in the school in February 2011. A Teacher Evaluation System Manager (TEM) assigned to the school supports the principal on a regular basis on the day-to-day implementation of the system. Principals and teacher evaluators will continue to receive training through May 2011. Teachers are slated to have year-end ratings, based on the measures of teacher competencies under the newly implemented evaluation system, by June 2011.</p>	<p>The school will continue to refine its implementation of the Teacher Effectiveness evaluation model, based on the 4-point rating scale. The principal and key staff will continue to participate in year-long trainings related to the teacher evaluation system and using the skills and techniques that they have gained through the trainings to carry out ongoing teacher observations, discussions, and performance reviews. TEMs will continue to be available to provide support as needed. It is anticipated that the measures of student learning will be phased in as part of the evaluation system for the 2011-12 school year.</p>	<p>Proceeding according to approved '09 SIG plan</p>

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
<p>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p>All Transformation schools participate in the Master &amp; Turnaround Teachers Program, which provides high-performing teachers with additional compensation, in accordance with DOE/UFT draft agreement, for increased responsibilities related to supporting the professional development of the school's faculty. A hiring fair was held specifically for the Transformation Schools to interview and recruit Master and Turnaround Teachers during summer 2010. During the school year, Master and Turnaround teachers received ongoing professional development as related to their roles in the schools. These teachers are subject to the same Teacher Effectiveness Evaluation System that is being deployed in the Transformation schools and must maintain a "highly effective" rating to retain their roles.</p>	<p>The school may use the Master and Turnaround Teacher program as a source to recognize effective teachers who help drive significant improvements in student achievement. The school's participation in the teacher evaluation system will allow the leadership team to identify and provide staff with professional development needs with support and feedback, and the tools to capture their status on their professional progress. Where needed, the school leadership team will be able to tap resource from the Central office for guidance on addressing staff who have not demonstrated improvement in their professional practice.</p>	<p>Proceeding according to approved '09 SIG plan</p>
<p>Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program</p>	<p>Professional development program to provide continuing capacity building to support the implementation of Differentiated instruction across the entire school. The program is based on a three strand capacity-building model designed to create a core group of educators in the school with expertise in understandings, and skills to create differentiated classrooms and support the on-going work of the second</p>	<p>Continued work around differentiation as a job-embedded activity to engage all professionals in a habit of reflecting on their practice. Support teachers to understand that differentiation is a critical strategy for improving student outcomes and to evaluate these outcomes during a common planning time(Teacher Team Meetings) as a</p>	<p>Proceeding according to approved '09 SIG plan</p>

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
<p>and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</p>	<p>year implementation of Differentiated instruction. The strategies implemented have been based on the following levels: Level 1 – Awareness Level 2 – Implementation Level 3 – Institutional Practices</p> <p>Provide on-going support to develop a common language centered around the definition of good teaching as defined by the research of Charlotte Danielson. Through-out the year monthly town hall conversations have taken place about teaching and valid evaluations of teaching rooted from capturing evidence of good teaching. These conversations reflect the professional consensus of educators at Flushing High school. A feedback process and protocol has been established and agreed upon by the entire staff. A philosophy in the building has been established that support of teacher development and the evaluation of teacher performance require evidence of practice that is meant to improve student outcomes.</p>	<p>means to assess gaps and strengths in student learning to reflect, learn, and plan how to strengthen their practice to help students better meet the standards(curriculum, assessment, and pedagogy).</p> <p>Complete transformation of the school into a small learning community HS. HSTW will provide ongoing professional development to the administration and teachers in strategies that enable these stakeholders to effectively monitor the use of the common planning time to improve student outcomes and enhance their professional learning and practice. Look at student work, curriculum, assessments in the context of teacher practice.</p> <p>Continue work in implementing the teacher effectiveness model. Develop a protocol that regularly visits classrooms and provides timely, specific, evidence-based feedback for teachers to assist teachers in improving their practice.</p>	

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		<p>Work with ASCD to develop a new curriculum in every subject area that focuses on improving literacy skills for every student, in conjunction with curriculum mapping to embed common core standards. Engage every teacher in practice that enables every student to engage in a rigorous, Common Core-aligned literacy and math task embedded within a well-sequenced curricular unit. Specific expectation varies based on grade level, but generally, students will:</p> <ul style="list-style-type: none"> <li>• Read and analyze informational texts and write opinions and arguments in response to these texts.</li> <li>• Use modeling to solve a cognitively demanding math task in a given domain of focus at each grade level.</li> </ul>	
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and</p>	<p>Utilize four Master as well as two turnaround teachers to improve instruction. They were hired to provide support in ELA, Instructional Support Services, Mathematics, and Science. The master and turnaround teachers will work</p>		<p>Proceeding according to approved '09 SIG plan</p>

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<p>retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>	<p>collaboratively with the Assistant principals – supervisions with the support of the ASCD in providing embedded professional learning both within the content area and across content areas.</p> <p>Opportunities for teachers to be Teacher Leaders for the SLC’s. Teacher Leaders will receive additional compensation to facilitate the common planning times throughout the school year. Teacher leaders will encourage inquiry teacher teams to be expanded in all SLC’s and has focused the work of the teacher teams on targeted students who have not yet responded to the variety of interventions currently available for all students.</p>								
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</p>	<p>In the 2009-2010 school year, Flushing High School developed and implemented five Small Learning Communities. Students and teachers were selected and programmed within these communities. At the end of the third marking period, six out of nine content areas show a passing rate of 70% or more for students in SLCs.</p> <table border="1" data-bbox="611 1372 1075 1495"> <thead> <tr> <th colspan="2"><b>Chart #1: SLC Scholarship</b></th> </tr> <tr> <th><b>Content Area</b></th> <th><b>% Total Passing</b></th> </tr> </thead> <tbody> <tr> <td>English/ESL</td> <td>74.43</td> </tr> </tbody> </table>	<b>Chart #1: SLC Scholarship</b>		<b>Content Area</b>	<b>% Total Passing</b>	English/ESL	74.43	<p>The school will use the 2010-2011 school year to design and to implement 3-4 additional small learning communities. These SLC’s in addition to the current SLC’s will serve a 9-12 student population.</p> <ul style="list-style-type: none"> <li>Weekly administrative Cabinet meetings to discuss the implementation process, which includes but is not limited to: Implementation Dates,</li> </ul>	<p>Proceeding according to approved '09 SIG plan</p>
<b>Chart #1: SLC Scholarship</b>									
<b>Content Area</b>	<b>% Total Passing</b>								
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	<table border="1" data-bbox="611 367 1075 737"> <tr> <td>Social Studies</td> <td>73.88</td> </tr> <tr> <td>Mathematics</td> <td>51.29</td> </tr> <tr> <td>Sciences</td> <td>28.02</td> </tr> <tr> <td>Foreign Language</td> <td>82.91</td> </tr> <tr> <td>Career &amp; Tech</td> <td>86.90</td> </tr> <tr> <td>Arts</td> <td>94.85</td> </tr> <tr> <td>Health/PE</td> <td>62.60</td> </tr> <tr> <td>Misc./Guidance</td> <td>71.08</td> </tr> </table> <p data-bbox="611 743 1203 850">Looking at year to date attendance date, the average attendance rate for students in SLCs is 89.88%.</p> <p data-bbox="611 862 1203 1138">For the remainder of the year, we plan to focus the professional learning communities that meet daily during the common professional period. Our school will be working with HSTW (High Schools That Work), in the area of team development and development of professional learning communities.</p>	Social Studies	73.88	Mathematics	51.29	Sciences	28.02	Foreign Language	82.91	Career & Tech	86.90	Arts	94.85	Health/PE	62.60	Misc./Guidance	71.08	<p data-bbox="1203 367 1717 558">Instructional Program &amp; Curriculum Development, High School Directory Description, and Alignment of SLC’s vision to FHS vision.</p> <ul data-bbox="1203 570 1717 1495" style="list-style-type: none"> <li>• School has identified an administrator to serve as academy leaders for each SLC.</li> <li>• Students, Teachers, and Parents will be surveyed in an effort to provide feedback and gauge the creation of each SLC. SLC development will be centered on student needs and focused on “college-and-career” readiness.</li> <li>• The SIG funds have been allocated to HSTW. A partnership with HSTW is in the process of being established on February 15<sup>th</sup>, 2011. HSTW will facilitate a spring and summer institute to train teachers on what it means to be a Professional Learning Community. Richard Dufour’s research will be used to inform teachers and staff members in re-culturing our school to become professional learning communities.</li> </ul>	
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	<p><b>Chart #3: Percentage of Students Passing 5 or more classes (end of MP3)</b></p> <table border="1" data-bbox="611 443 1188 816"> <thead> <tr> <th data-bbox="611 443 921 524">Small Learning Community</th> <th data-bbox="921 443 1188 524">Percentage</th> </tr> </thead> <tbody> <tr> <td data-bbox="611 524 921 605">Business Entrepreneurship</td> <td data-bbox="921 524 1188 605">52.90%</td> </tr> <tr> <td data-bbox="611 605 921 654">Diplomacy</td> <td data-bbox="921 605 1188 654">69.91%</td> </tr> <tr> <td data-bbox="611 654 921 703">Health Sciences</td> <td data-bbox="921 654 1188 703">61.84%</td> </tr> <tr> <td data-bbox="611 703 921 751">Thurgood Marshall Law</td> <td data-bbox="921 703 1188 751">63.55%</td> </tr> <tr> <td data-bbox="611 751 921 800">Renaissance</td> <td data-bbox="921 751 1188 800">78.43%</td> </tr> <tr> <td data-bbox="611 800 921 816"><b>Overall</b></td> <td data-bbox="921 800 1188 816"><b>73.78%</b></td> </tr> </tbody> </table>	Small Learning Community	Percentage	Business Entrepreneurship	52.90%	Diplomacy	69.91%	Health Sciences	61.84%	Thurgood Marshall Law	63.55%	Renaissance	78.43%	<b>Overall</b>	<b>73.78%</b>	<ul style="list-style-type: none"> <li>• The Principal will attend a Richard Dufour conference in Phoenix, AZ on February 23<sup>rd</sup>, 2011 – February 25<sup>th</sup>, 2011.</li> <li>• On June 9<sup>th</sup>, 2011 FHS will begin professional development centered on “effective teaming” and “SLC” development. The Principal, Transformation Mentor Principal, Wendy Gonzalez, and HSTW will lead the PD.</li> </ul>	
Small Learning Community	Percentage																
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Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs	Inquiry Teacher Teams will be expanded in all SLCs and will focus the work of the teacher teams on targeted students who have not yet responded to the variety of interventions currently available for all students. The	In addition to ARIS, FHS has purchased SKEDULA(DATAACION) and developed an Accountability Officer to assist teachers in retrieving and using data to inform their	Proceeding according to approved '09 SIG plan														

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of individual students.	<p>implementation of a Flushing Extended Learning Center, coordinating all available extended and credit recovery opportunities will allow for teacher teams to respond to the needs of targeted students by tailoring instructional programs to meet their needs and at the same time inform strategies for instruction in the school's classrooms.</p> <p>The formalization of smaller learning communities will allow for more frequent and intense monitoring of student achievement and attendance through increased parental involvement, with a focus on improvement.</p>	<p>instruction. The attendance office provides monthly reports to SLC common planning teacher teams disaggregated accordingly to enable teachers to discuss methods to improve Attendance. Professional development at Flushing High School involves educators working together collaboratively and is often facilitated by our instructional leaders, school-based professional development coaches or mentors, and teachers themselves. It emphasizes active engagement on the part of the participants, and it focuses on understanding what and how students are learning and on how to address students' learning needs, including reviewing student work and achievement data and collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data. Flushing High School has a strong and cohesive instructional program. We will continue to review and redesign our curricular offerings at our Curriculum and Accreditation</p>	

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		<p>Committee meetings. Members include teachers, assistant principals, guidance counselors and both the Principal as well as the Transformation Mentor Principal.</p> <p>The school sees it as professional learning that occurs in school as staff engages in teaching. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices. This method of job embedded on-site support allows for a direct method of identifying and addressing specific learning gaps and barriers, in particular around the areas of acquisition of vocabulary and literacy for ELLs and SWD, to provide for opportunities to scaffold a variety of instructional literacy strategies in response to specific learning gaps.</p> <p>In addition to the School Leadership Team and the Cabinet, the administration has implemented the following standing committees: The Instructional Cabinet, The SLC</p>	

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		Cabinet, Transformation Cabinet and the Graduation Team.	
Establish schedules and strategies that provide increased learning time	Increased learning time by one minute to every class. Mandated after-school tutoring Monday – Thursday at the end of the day.	Increased learning time by one minute to every class. Increase in session: 4-11 session to assist in the increase in Freshmen population. Tutoring time will be at the end of the day Tuesday – Thursday. Monday & Friday will be used for Professional Learning and will assist in the implementation of Domain 4 from the teacher effectiveness model.	Proceeding according to approved '09 SIG plan
Provide ongoing mechanisms for family and community engagement	The implementation and expansion of the school's Adult Learning Program will allow for more parents to get to know and see the school as a thriving and successful community high school. It is expected that the school will build a consortium of businesses, community organizations, educators and individuals located in the greater Flushing Community that are dedicated to creating an educational space that reflects the dynamic history and values of the greater public community. The school wants to attract, mingle with its residents and educate its children who reflect the larger world in which all future	Develop deeper partnership with the YMCA and other CBA's(AAFE, Chinese American Planning Council, Child Center of New York, Lincoln Center, & Sports and Arts foundation). Increase the capacity for our SLT by attending training sessions and partnering with Ramapo and Epic to provide parents with strategies to develop the academic environment at home. Provide ESL parents with additional support to increase the use of ELA literacy in the home.	Proceeding according to approved '09 SIG plan

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	generations will work and thrive.		
Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	Decisions related to staffing, scheduling, budgeting and other operational flexibility needed to implement the school’s activities for Transformation are made at the school level, as described in the above summaries. Public schools in New York City have such decision-making authority since 2007, including the ability to choose a Children First Network school support organization as appropriate to its needs. Schools are still subject to the policies of the NYCDOE and other applicable rules and regulations, including student placement policies, fiscal reporting regulations, special education requirements, labor contracts, Chancellor’s Regulations, and other accountability standards.	The supports described will continue for Year 2 of the school’s transformation activities. NYCDOE will also survey the principal about other forms of assistance that the school feels would be of benefit for its ongoing improvement efforts.	Proceeding according to approved ‘09 SIG plan
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	Aside from the support of its Network Organization, the school receives ongoing support from Central staff on various aspects of its Transformation activities, including monthly training and regular coaching on the Teacher Evaluation; weekly communication on Central support and activities that affect Transformation schools; check-in with the School Improvement Liaison; and follow-up on technical or logistical questions or issues	NYCDOE will continue to ensure that schools have a variety of options for partnering with quality service providers to support their ongoing improvement work.	Proceeding according to approved ‘09 SIG plan

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	from the Turnaround staff.		
<p>If external partners will be used to accomplish all or any of the actions described-</p> <p>Recruit, screen, and select external providers to ensure their quality</p>	<p>NYCDOE’s Division of Contracts and Purchasing has a formal pre-qualification solicitation process to vet potential vendors seeking to work with schools in the district. An external provider that is interested in working with a school—even if the school itself proposed it as a potential partner—must submit a proposal to a Pre-Qualification Solicitation to articulate the scope of services and associated costs. A contract is only awarded after approval from DOE’s Panel for Educational Policy.</p>	<p>NYCDOE will continue to ensure that schools have a variety of options for partnering with quality service providers to support their ongoing improvement work.</p>	<p>Proceeding according to approved ‘09 SIG plan</p>

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**(Continued) SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Transformation Model**

Complete for **each** school receiving FY 2009 SIG funds to implement the Transformation Model.

School: Long Island City High School  
Grades Served: 9<sup>th</sup>-12<sup>th</sup>

NCES#: 02022  
Number of students: 3508

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Transformation Model. In the second column, entitled *Summary of Year 1 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 2 Implementation*, please describe the actions that will be taken during the 2011-2012 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

- proceeding according to approved '09 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued.

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Replace the principal who led the school prior to commencement of the transformation model	A new principal, Vladimir Hurych, came on board prior to the start of the school year. He resigned his position in January and the current principal, Maria Mamo-Vacacela, took the helm at Long Island City High School. She has access to ongoing coaching through The NYC Leadership Academy and support through the school's Children First	The principal will continue to receive coaching from existing support partners and the Transformation Mentor Principal to help strategize and carry out the school's ongoing transformation.	Completed

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	Network support organization. In addition, Principal Mamo-Vacacela works with a Transformation Mentor Principal to ensure the transition and continuation of successful practices that had been undertaken to date.		
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement;	School representatives have been attending monthly trainings since November 2010 on the evaluation structure, introducing the system to staff, becoming familiar with the evaluation rubric, and developing the skill sets and protocols to turnkey and implement the evaluation process in the school. Topics have included conducting observations, collecting evidence, establishing norms in teacher proficiency levels school-wide, and preparing and giving teacher feedback that tie into professional development. The teacher evaluation system was formally introduced in the school in February 2011. A Teacher Evaluation System Manager (TEM) assigned to the school supports the principal on a regular basis on the day-to-day implementation of the system. Principals and teacher evaluators will continue to receive training through May 2011. Teachers are slated to have year-end ratings, based on the measures of teacher competencies under the	The school will continue to refine its implementation of the Teacher Effectiveness evaluation model, based on the 4-point rating scale. The principal and key staff will continue to participate in year-long trainings related to the teacher evaluation system and using the skills and techniques that they have gained through the trainings to carry out ongoing teacher observations, discussions, and performance reviews. TEMs will continue to be available to provide support as needed. It is anticipated that the measures of student learning will be phased in as part of the evaluation system for the 2011-12 school year.	Proceeding according to approved '09 SIG plan

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	newly implemented evaluation system, by June 2011.		
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	All Transformation schools participate in the Master & Turnaround Teachers Program, which provides high-performing teachers with additional compensation, in accordance with DOE/UFT draft agreement, for increased responsibilities related to supporting the professional development of the school's faculty. A hiring fair was held specifically for the Transformation Schools to interview and recruit Master and Turnaround Teachers during summer 2010. During the school year, Master and Turnaround teachers received ongoing professional development as related to their roles in the schools. These teachers are subject to the same Teacher Effectiveness Evaluation System that is being deployed in the Transformation schools and must maintain a "highly effective" rating to retain their roles.	The school may use the Master and Turnaround Teacher program as a source to recognize effective teachers who help drive significant improvements in student achievement. The school's participation in the teacher evaluation system will allow the leadership team to identify and provide staff with professional development needs with support and feedback, and the tools to capture their status on their professional progress. Where needed, the school leadership team will be able to tap resource from the Central office for guidance on addressing staff who have not demonstrated improvement in their professional practice.	Proceeding according to approved '09 SIG plan
Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the	Staff have received ongoing, high quality, job embedded professional development from master teachers, content area assistant principals, SLC assistant principals, CFN staff, and outside providers on a regular basis	In addition to the activities from 2010-2011, Long Island City High School's ongoing professional development will include significant involvement by its key partner, The	Proceeding according to approved amended plan

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<p>community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</p>	<p>as follows: professional development days, department meetings, SLC meetings, faculty meetings, C-6 professional development meetings, and pre-/post observation conferences. Focus has been on infusing the Common Core Standards, academic rigor, differentiation of instruction, updated content methodology, the professional development rubric for the teacher evaluation system, establishing appropriate and equitable (yet differentiated) student evaluation standards, providing additional support which enhances student success. As well, staff have attended professional conferences out of the school (NYSABE, etc), and have turn keyed the training to the remainder of the staff. In addition, during late April, May, and June, The Institute for Student Achievement (as our transformation/SLC partner) will provide across the school professional development in the creation of formally structured small learning communities, distributive leadership, and full preparation for a college readiness expectation for all students.</p>	<p>Institute for Student Achievement, which will be instrumental in its transformation into a successful SLC school. Professional development will center around distributive leadership for all staff in theme based academies. As well, tentatively planned and still undergoing exploration, is a CTE partnership with Schools That Work, as a means of training staff in strategies which will support the success of career focused students. Furthermore, the school is planning to engage the Lehman College/NYC Writing Project to provide enriched professional development in writing across the curriculum to assist staff in preparing all students to meet graduation standards/expectations within four years.</p>	
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and</p>	<p>Many opportunities are available to insure that effective and highly effective staff are at Long Island City High School. Staff are</p>	<p>The school will continue the activities described in Year 1, as they are part of a multi-year</p>	<p>Proceeding according to approved amended plan</p>

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<p>more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>	<p>afforded the opportunity to participate in a host of professional development activities. As well, teachers and assistant principals who aspire to rise on the teacher career ladder or to become assistant principals and principals are in a rich environment which offers tremendous training opportunities, both formal and informal. As a large multi-session high school, the school has the opportunity to offer flexible working conditions in terms of staff time schedule. Financial incentives are also available through participating in selected trainings, teaching in extended day, Saturday programs, credit recovery programs and other co- and extra-curricular activities. Furthermore, Master Teachers earn a 30% salary differential.</p>	<p>comprehensive plan. Furthermore, as the school moves to the SLC model of theme-based SLC's, there will be many opportunities for curriculum writing and revision. In addition to the regular curriculum review process (which insures that all curricula are aligned to state standards), there will be a major revision of its advisory curriculum and the creation of electives for the SLC themes. These activities will provide additional financial incentives. As well, the school is exploring (but not yet committed to) the possibility of flexible scheduling for individual SLC's. In addition, flexible work conditions will be enhanced by allowing teachers to select their SLC from a choice of themes.</p>	
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</p>	<p>Data gleaned from many sources (see below) is used to create instructional programs that are research based and vertically aligned. Curricula follow NYS standards, while textbooks and programs used are all approved by the NYCDOE, which, de facto, means that</p>	<p>As before, all curricula decisions are data based and are predicated upon research and NYSED standards, including the Common Core. And, the move to theme based SLC's with a ninth grade "tasting menu" creates</p>	<p>Proceeding according to approved '09 SIG plan</p>

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
	they are all appropriate for student use.	stronger, more powerful vertical alignment.	
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	The school uses many forms of data, including that from ATS, ARIS, and Daedelus. Staff have been trained on ARIS and Daedelus. Daedelus accounts have also been opened for students and parents. Moreover, periodic assessments, acuity, classroom exams, departmental exams, SLC activities, attendance patterns, class work patterns, and student work are all analyzed to inform and differentiate instruction. This approach is promoted at faculty conferences, SLC meetings, department meetings, professional development days, and in pre- and post-observation conferences.	Data usage will be expanded. In addition to using the strategies from Year 1, active training will be provided to parents and students for ARIS and Daedelus. As well, staff will receive refresher training. Furthermore, as part of enhanced use and availability of data, the CFN may purchase Datacation for the school as an additional resource. Moreover, professional development will occur to insure that the approaches which are promoted are refined and enhanced and implemented more robustly.	Proceeding according to approved amended plan
Establish schedules and strategies that provide increased learning time	There are a number of increased learning time activities at Long Island City High School. They include Extended Day, College Now, Gear Up, Global Kids, Saturday Academy, Peer Tutoring, and Credit Recovery. These programs allow students to extend their school time to earn credits, receive tutoring, and gain information about college. Additional programs, including teams and clubs, provide other forms of increased	The programs from Year 1 are expected to continue. However, it is expected that significant expansion will occur in credit recovery, extended day, and on line learning programs. Gear Up has agreed to increase the number of college prep activities. The school's newly expanded partnership with ISA will afford additional increased learning	Proceeding according to approved amended plan

**New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
	learning time.	time activities before and after school as well as on the weekends, which may include trips, tutoring, and college visits.	
Provide ongoing mechanisms for family and community engagement	The school offers many mechanisms for family and community engagement. Parents are encouraged to become actively involved in their children's education. Opportunities are included in PA meetings, School Leadership Team, conferences and team meetings with teachers/ guidance counselors, C-30 processes, college and financial aid nights, chaperoning school events. Outreach is made to the community on a regular basis through visits to local businesses and senior citizens homes/centers. As well, the entire community is invited to school events, including plays, concerts, and the Live in HD opera broadcasts from the Metropolitan Opera.	The mechanisms for Year 1 will continue. Additional enhancements will include expanded ESL classes for parents on Saturday and expanded opportunities for parent/school contact/partnerships through SLC team meetings and team interventions. Furthermore, celebratory breakfasts and luncheons will be held so that parents can join in their children's successes.	Proceeding according to approved amended plan
Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and	Decisions related to staffing, scheduling, budgeting and other operational flexibility needed to implement the school's activities for Transformation are made at the school level, as described in the above summaries. Public schools in New York City have such	Related actions will continue to be made at the school level, based on its implementation needs, throughout the grant period.	Proceeding according to approved '09 SIG plan

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LEA School Improvement Grant Application Year 2 Update, FY 2010  
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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
increase high school graduation rates	decision-making authority since 2007, including the ability to choose a Children First Network school support organization as appropriate to its needs. Schools are still subject to the policies of the NYCDOE and other applicable rules and regulations, including student placement policies, fiscal reporting regulations, special education requirements, labor contracts, Chancellor's Regulations, and other accountability standards.		
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	Aside from the support of its Network Organization, the school receives ongoing support from Central staff on various aspects of its Transformation activities, including monthly training and regular coaching on the Teacher Evaluation; weekly communication on Central support and activities that affect Transformation schools; check-in with the School Improvement Liaison; and follow-up on technical or logistical questions or issues from the Turnaround staff.	The supports described will continue for Year 2 of the school's transformation activities. NYCDOE will also survey the principal about other forms of assistance that the school feels would be of benefit for its ongoing improvement efforts.	Proceeding according to approved '09 SIG plan
If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external	NYCDOE's Division of Contracts and Purchasing has a formal pre-qualification solicitation process to vet potential vendors seeking to work with schools in the district.	NYCDOE will continue to ensure that schools have a variety of options for partnering with quality service providers to support their ongoing	Proceeding according to approved '09 SIG plan

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LEA School Improvement Grant Application Year 2 Update, FY 2010  
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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
providers to ensure their quality	An external provider that is interested in working with a school—even if the school itself proposed it as a potential partner—must submit a proposal to a Pre-Qualification Solicitation to articulate the scope of services and associated costs. A contract is only awarded after approval from DOE’s Panel for Educational Policy.	improvement work.	



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<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>
<p>*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.</p>	<p>The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either “S” (Satisfactory) or “U” (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher’s performance.</p>	



**New York State Education Department  
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**(continued) SECTION IV: SCHOOL DATA UPDATE**

Complete for **each** school receiving FY 2009 SIG funds.

School: Bread and Roses Integrated Arts High School      NCES#: 02938  
 Grades Served: 9<sup>th</sup>-12<sup>th</sup>      Number of students: 518

Indicator	2008-2009 SY	2009-2010 SY
Percentage of students with disabilities	School: 19.58% District average: 8.78%	School: 18.95% District average: 9.54%
Percentage of English language learners	School: 13.12% District average: 11%	School: 16.41% District average: 11%
Percentage of students with interrupted formal education	School: 3.80% District average: 1.02%	School: 4.10% District average: 1.09%
Number of minutes within the school year	73,440 minutes	75,240 minutes
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: <u>2</u> %: <u>0.3</u>	#: <u>4</u> %: <u>0.8</u>
Teacher attendance rate	9.5 average yearly absences per teacher	5.1 average yearly absences per teacher
Distribution of teachers by performance level on LEA's teacher evaluation system*	100% Satisfactory 0 % Unsatisfactory	94% Satisfactory 6% Unsatisfactory
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.	The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.	

**New York State Education Department  
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**(continued) SECTION IV: SCHOOL DATA UPDATE**

Complete for **each** school receiving FY 2009 SIG funds.

School: Automotive High School  
Grades Served: 9<sup>th</sup>-12<sup>th</sup>

NCES#: 01913  
Number of students: 881

<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>
Percentage of students with disabilities	School: 17.87% District average: 7.74%	School: 21.38% District average: 8.84%
Percentage of English language learners	School: 5.16% District average: 13%	School: 5.70% District average: 13%
Percentage of students with interrupted formal education	School: 0.99% District average: 1.46%	School: 0.81% District average: 1.43%
Number of minutes within the school year	74,520	82,500
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: <u>14</u> %: <u>1.4%</u>	#: <u>30</u> %:
Teacher attendance rate	94.5%	91.2%
Distribution of teachers by performance level on LEA's teacher evaluation system*	Satisfactory – 95% Unsatisfactory – 5%	Satisfactory – 94% Unsatisfactory – 6%
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.	The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.	











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**(continued) SECTION IV: SCHOOL DATA UPDATE**

Complete for **each** school receiving FY 2009 SIG funds.

School: Flushing High School  
Grades Served: 9<sup>th</sup>-12<sup>th</sup>

NCES#: 01950  
Number of students: 3041

<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>
Percentage of students with disabilities	School: 11.54% District average: 6.62%	School: 10.93% District average: 6.96%
Percentage of English language learners	School: 25.92% District average: 20%	School: 25.46% District average: 19%
Percentage of students with interrupted formal education	School: 3.78% District average: 1.23%	School: 4.12% District average: 1.11%
Number of minutes within the school year	66,150	66,150
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: _____ %: _____	#: _____ %: _____
Teacher attendance rate	92%	91%
Distribution of teachers by performance level on LEA's teacher evaluation system*	Satisfactory: 99% Unsatisfactory: 1%	Satisfactory: 99% Unsatisfactory: 1%
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.	The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.	



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**SECTION VII: SCHOOL GOALS UPDATE**

**Directions: Please describe any progress made on the annual goals the LEA established in their approved '09 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.<sup>1</sup>**

NYCDOE set the following annual improvement goals for schools implementing the Transformation model beginning in the 2010-2011 school year:

- Reduce the percentage of students in the All Students subgroup who are performing below the Proficient level (Levels 1 and 2) on NYSED ELA and Math assessments by 10% or more from the previous year;
- Attain a minimum Total Cohort graduation rate of 60% after one year of implementation; (or) annually reduce the gap by a minimum of 20% between the school's Total Cohort graduation rate and the State's 80% graduation rate standard.

In addition, each NYC Transformation school are expected to demonstrate improvement on NYC Progress Report metrics, as evidenced by the achievement of a higher overall grade or by showing positive trends on each of the three Progress Report grading measures (school environment, student performance, student progress).

NYCDOE will gather the year-end data from schools for the above-mentioned data on their 2010-2011 school performance as well as graduation rate during summer 2011 to review schools' progress. Central Turnaround staff will meet with schools' Cluster and Children First Network leaders to analyze and discuss these data points for consistent awareness of each school's status. Central staff and the Cluster/Networks will work together to ensure that school leaders are informed about the data analyses prior to the start of the 2011-2012 and help coordinate their improvement action planning for the school year.

NYCDOE will work with NYSED to craft performance contracts for individual schools to set additional goals on their academic and leading indicators as per those defined by the USDE.

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<sup>1</sup> These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

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**SECTION VIII: CONSULTATION and COLLABORATION**

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2010 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. Consultation must be consistent with the State School Governance Law for New York City, Commissioner's Regulations Part 100.11 and each LEA's Title I Parent Involvement Policy. Also complete the Consultation/Collaboration Form on the following page.

Each of the 11 Transformation schools' principals reported on their individual schools' FY 2010 implementation of SIG-funded activities, in collaboration with their school leadership team and parental representation as appropriate. Schools also prepared information on their Year 2 plans to continue their improvement efforts.

At the time of the submission of this report, an agreement has been reached with the UFT that would enable these schools to continue to carry out their improvement activities as per the models mandated under the School Improvement Grant. DOE, with the Cluster and Children First Networks, have discussed with schools on the Transformation and Restart models and have come to decisions on the appropriate models for their continued improvement efforts based on their feedback. Consultation and Collaboration forms follow this page. Discussion with CSA is continuing; upon agreement, a copy of the Consultation and Collaboration form will be provided.

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Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

**APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM**

**LEA Name:** NEW YORK CITY DEPARTMENT OF EDUCATION

**BEDS Code:**

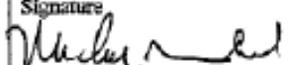
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Copy and use additional pages as necessary

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This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individual's Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Michael Mendel</i> Signature 	Secretary - UFT		
Individual's Name (Print/Type)  Signature			
Individual's Name (Print/Type)  Signature			

\* Subject to President of the UFT Michael Mulgrew's Final approval. *Mulgrew* 7/20/11

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**CONSULTATION/COLLABORATION FORM**

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: **NEW YORK CITY DEPARTMENT OF EDUCATION**

BEDS Code: 

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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Fausto de la Rosa Signature <i>Fausto de la Rosa</i>	Principal	June 24, 2011 SLT Meeting	
Individual's Name (Print/Type) Daniel Skilius Signature <i>Daniel Skilius</i>	UFT Member	June 24, 2011 SLT Meeting	
Individual's Name (Print/Type) Elena Brito Signature <i>Elena Brito</i>	UFT Member	June 14, 2011 SLT Meeting	
Individual's Name (Print/Type) Anabella Baksh Signature <i>Anabella Baksh</i>	DC37 Member	June 14, 2011 SLT Meeting	

**New York State Education Department  
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Page 2 of 2 for Unity Center for Urban Technologies:

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**CONSULTATION/COLLABORATION FORM**

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: **NEW YORK CITY DEPARTMENT OF EDUCATION**

BEDS Code: 

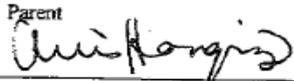
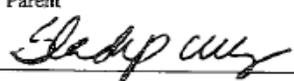
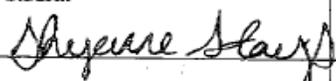
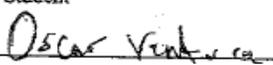
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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <b>Arcelis Henriquez</b> Signature	Parent 	June 14, 2011 SLT Meeting	
Individual's Name (Print/Type) <b>Gladis Cruz</b> Signature	Parent 	June 14, 2011 SLT Meeting	
Individual's Name (Print/Type) <b>Shyanne Stays</b> Signature	Student 	June 14, 2011 SLT Meeting	
Individual's Name (Print/Type) <b>Oscar Ventura</b> Signature	Student 	June 14, 2011 SLT Meeting	

**New York State Education Department  
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Chelsea High School

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**CONSULTATION/COLLABORATION FORM**

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: **NEW YORK CITY DEPARTMENT OF EDUCATION**

BEDS Code: 

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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Jan Scott</i>	<i>UPT Chapter Leader</i>	<i>6/28/11</i>	
Signature <i>[Signature]</i>			
Individual's Name (Print/Type) <i>Carla Barton</i>	<i>PA President</i>		
Signature <i>Carla Barton</i>			
Individual's Name (Print/Type)			



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Automotive High School

New York State Education Department  
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**CONSULTATION/COLLABORATION FORM**

LEA Name: **NEW YORK CITY DEPARTMENT OF EDUCATION**

REDS Code:	3	3	1	4	0	0	0	1	1	6	1	0
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2. For representatives of constituency groups who HAVE consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be submitted by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individual Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/Summary of Documentation
Individual's Name (Print/Type) <i>Alisa Diaco</i>			
Signature <i>Alisa Diaco</i>	PTA Treasurer		
Individual's Name (Print/Type) <i>Patricia Clark</i>			
Signature <i>Pat Clark</i>	PTA Secretary		
Individual's Name (Print/Type) <i>ALISON SPORRE</i>			
Signature <i>Alison Sporre</i>	PTA President		
<i>W. Kolozian</i>	chapter leader	<i>6/24/11</i> Asked to sign. NO Consultation	

**New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Brooklyn School for Global Studies, Page 1 of 2

**New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

**CONSULTATION/COLLABORATION FORM**

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: **NEW YORK CITY DEPARTMENT OF EDUCATION**

BEDS Code:

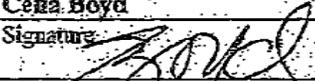
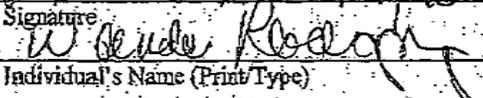
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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <b>Celia Boyd</b> Signature: 	Parent/SLT Member	May 18, 2011 SLT Meeting	
Individual's Name (Print/Type) <b>Wanda Rodriguez</b> Signature: 	Parent / SLT Member	5/18/11 SLT Meeting	
Individual's Name (Print/Type)			

**New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Brooklyn School for Global Studies, Page 2 of 2

**New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

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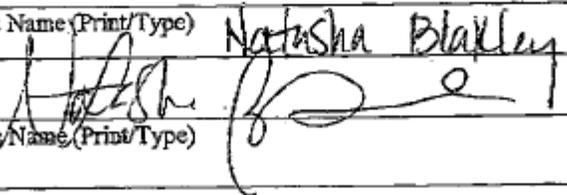
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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>Natasha Blakley</u>	<u>Teacher</u>	<u>5/18/2011</u>	
Signature 			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			

New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

Cobble Hill School of American Studies

New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

**CONSULTATION/COLLABORATION FORM**

LEA Name: **NEW YORK CITY DEPARTMENT OF EDUCATION**

BEDS Code: 

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Individual's Name (Print/Type) <i>Jeffrey Slater</i>	UFT Rep	6/23/11	
Signature <i>[Signature]</i>			
Individual's Name (Print/Type) <i>Tina Callender</i>	SLT/ Chairperson	6/22/11 <i>[initials]</i>	
Signature <i>[Signature]</i>			
Individual's Name (Print/Type) <i>Charmaine Britton Stewart</i>	PTA - Pres	6/23/11	

*[Handwritten initials and signature]*

New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

Franklin D. Roosevelt High School

**CONSULTATION/COLLABORATION FORM**

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: **New York City Department of Education**

BEDS Code:	3	3	2	0	0	0	0	1	1	5	0	5
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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Mrs. Elizabeth Rook</i>	PTA	<i>March 29, 2011</i>	
Signature <i>Mrs. Elizabeth Rook</i>			
Individual's Name (Print/Type) <i>Steven M. DeMarco</i>	Principal		
Signature <i>Steven M. DeMarco</i>			
Individual's Name (Print/Type) <i>Judith Wiley</i>	UFT Chapter Leader		
Signature <i>Judith Wiley</i>			

**New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

William E. Grady CTE High School

**New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

**CONSULTATION/COLLABORATION FORM**

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LEA Name: NEW YORK CITY DEPARTMENT OF EDUCATION

BEDS Code: 

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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Jane Marziliano</i> Signature <i>Jane Marziliano</i>	<i>Sgt Co-Chair</i> <i>Parent</i>	<i>March 15, 2011</i>	
Individual's Name (Print/Type) <i>Chris Manos</i> Signature <i>Chris Manos</i>	<i>UFT REP</i>	<i>March 15, 2011</i>	
Individual's Name (Print/Type)			

**New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Queens Vocational & Technical High School

**CONSULTATION/COLLABORATION FORM**

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LEA Name: **NEW YORK CITY DEPARTMENT OF EDUCATION**

BEDS Code:	3	4	2	4	0	0	0	1	1	6	0	0
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Individual's Name (Print/Type) <b>SEE ATTACHED</b>			
Signature			
Individual's Name (Print/Type) <b>SEE ATTACHED</b>			
Signature			
Individual's Name (Print/Type) <b>SEE ATTACHED</b>			

New York State Education Department  
 LEA School Improvement Grant Application Year 2 Update, FY 2010  
 Under 1003 (g) of the Elementary and Secondary Education Act of 1965

Continued for BEDS Code 342400011600 – Queens Vocational & Technical High School  
 Submitted by School Leadership Team:

Print Name	Constituent Group Represented	Signature & Date
ROBERT SCHIMENZ	TEACHERS	<i>Robert Schimenz</i> 6/8/11
Eric Macdonald	Teachers	<i>Eric Macdonald</i> 6/8/11
Priscilla Delgado	Students	<i>Priscilla Delgado</i> 6/8/11
Salvatore Isabella	Students	<i>Salvatore Isabella</i> 6/8/11
Stephanie Gonzalez	Students	<i>Stephanie Gonzalez</i> 6/8/11
Ambar Sencion	Students	<i>Ambar Sencion</i> 6/8/11
Kevin Hernandez	Students	<i>Kevin Hernandez</i> 6/8/11
Daniel Corona	Students	<i>Daniel Corona</i> 6/8/11
KATHERINE Lychaisky	Parent	<i>Katherine Lychaisky</i> 6/8/11
ANNMARIE SACHARSKY	PA Secretary	<i>Ann Marie Sacharsky</i>
April Riberson	Parent	<i>April Riberson</i>
Melissa Burg	Administration	<i>Melissa Burg</i>
KATINA KOURKOURIDIS	PARENT	<i>Katina Kourkouridis</i>
FREDDIE HARRINGTON	UFT	<i>Freddie Harrington</i>

**New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Flushing High School

**New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>John Doherty</i> Signature <i>[Signature]</i>	P.T.A. President	6-30-11 In Person	
Individual's Name (Print/Type) <i>(James Vasquez) Christine Hatami</i> Signature <i>[Signature]</i>	VFT Rep	6-30-11 In Person	
Individual's Name (Print/Type) <i>[Signature]</i>			

**New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Long Island City High School

**New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

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Individual's Name (Print/Type) Signature <i>Arita O'Brien</i> <i>Arita L O'Brien</i>	<i>PA</i> <i>+SLT Parent</i>		
Individual's Name (Print/Type) Signature <i>Ken Agbiron</i> <i>Ken Agbiron</i>	<i>UFT Chapter</i> <i>Leader</i>		
Individual's Name (Print/Type)			

**New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

**SECTION IX: SUMMARY OF EXPENDITURES BY FS-10 BUDGET CODES FOR 2010-2011**

Directions: Please complete the following chart, detailing the expenditures that have occurred during the 2010-2011 SY related to implementation of your approved School Improvement Grant application/budget. In the column labeled Proposed Expense Description, please ensure that the expense description is aligned clearly with the information that you have provided as part of your district and school implementation updates.

<b>FS-10 Code Number</b>	<b>Amount Allocated</b>	<b>Proposed Expense Description</b>	<b>Amended Y/N (if yes include amount)</b>	<b>Actual Amount Expended As of April 30, 2011</b>	<b>Projected Balance/Carryover</b>	<b>Projected Cost 2011-12</b>
15	\$8,593,133	See Below	\$9,856,894	\$6,152,522	\$0.00	\$0.00
16	\$390,605	See Below	\$377,746	\$49,556	\$0.00	\$0.00
20	\$222,594	See Below	\$636,684	\$259,532	\$0.00	\$0.00
30	\$300,000	See Below	\$0	\$0.00	\$0.00	\$0.00
40	\$5,880,357	See Below	\$3,751,437	\$2,022,673	\$0.00	\$0.00
45	\$1,408,139	See Below	\$3,085,333	\$2,441,137	\$0.00	\$0.00
46	\$382,188	See Below	\$152,065	\$0.00	\$0.00	\$0.00
80	\$2,622,980	See Below	\$1,939,443	\$1,352,958.00	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$19,799,996</b>		<b>\$19,799,602</b>	<b>\$12,812,641</b>	<b>\$ -</b>	<b>\$ -</b>

**New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

**SCHOOL: UNITY HIGH SCHOOL**

Org Unit	SED CODE	Line Code	Title	FS10	FS10A	Increase/Decrease	Explanation
02M500	15	2531	ASST PRINCIPAL (10 Month)	\$14,908.72	\$20,015.92	\$5,107.20	
		2792	SUPERVISOR PER SESSION	\$10,543.20	\$5,000.11	(\$5,543.09)	
		2922	GUIDANCE COUNSELOR - PER SESSION	\$15,795.15	\$4,999.84	(\$10,795.31)	
		3001	TEACHER REGULAR GRADES - TURNAROUND TEACHER	\$156,768.00	\$181,220.94	\$24,452.94	Minor increase to cover for discrepancy between estimated and actual salary
		3002	TEACHER - REGULAR GRADES - PER SESSION	\$165,856.69	\$165,859.03	\$2.34	
		3005	TEACHER - REGULAR GRADES - PER DIEM		\$42,658.45	\$42,658.45	Funds to cover for teachers attending professional development during the school day
<b>15 Total</b>				<b>\$363,871.76</b>	<b>\$419,754.30</b>	<b>\$55,882.54</b>	
	16	3492	SCHOOL SECRETARY - PER SESSION	\$23,887.00	\$5,000.26	(\$18,886.74)	Minor decrease to fund other much needed line items supporting Transformation program activities
		6032	BULK: DC 37 PARAPROFESSIONAL - (Line 6032)	\$7,431.35	\$7,431.35	\$0.00	
		6092	ED PARA - BULK	\$18,389.00	\$18,389.00	\$0.00	
		6214	BULK: SCHOOL AIDE (RAIDN)	\$43,681.68	\$43,681.68	\$0.00	
<b>16 Total</b>				<b>\$93,389.03</b>	<b>\$74,502.30</b>	<b>(\$18,886.74)</b>	
20		0300			\$44,986.98	\$44,986.98	Funds were initially budgeted under supplies. However, items to be purchased such as SmartBoards cost more than \$5,000 per item

**New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Org Unit	SED CODE	Line Code	Title	FS10	FS10A	Increase/Decrease	Explanation
	20 Total			\$0.00	\$44,986.98	\$44,986.98	
	40	0685	EDUCATIONAL CONSULTANTS	\$30,000.00	\$30,000.00	\$0.00	
		0689	CURRICULUM & STAFF DEVELOPMENT CONTRACTS	\$50,000.00	\$52,750.50	\$2,750.50	
	40 Total			\$80,000.00	\$82,750.50	\$2,750.50	
	45	0100	SUPPLIES - GENERAL	\$70,100.50	\$22,363.00	(\$47,737.50)	Funds moved to equipment
		0199	EDUCATIONAL SOFTWARE	\$10,000.00	\$10,000.00	\$0.00	
		0337	TEXTBOOKS	\$40,000.00	\$40,000.00	\$0.00	
		0338	LIBRARY BOOKS	\$2,686.00	\$2,686.00	\$0.00	
	45 Total			\$122,786.50	\$75,049.00	(\$47,737.50)	
	80		Employee Benefit	\$97,065.17	\$60,070.00		
	80 Total			\$97,065.17	\$60,070.00		
<b>TOTAL</b>				<b>\$757,113</b>	<b>\$757,113</b>	<b>\$0.00</b>	

**New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

**SCHOOL: CHELSEA HS 02M615**

<b>CODE SED</b>	<b>Line Code</b>	<b>Title</b>	<b>FS10</b>	<b>FS10A</b>	<b>Increase/Decrease</b>	<b>Explanation</b>
15	2792	SUPERVISOR PER SESSION	\$14,057.60	\$18,801.16	\$4,743.56	
	2922	GUIDANCE COUNSELOR - PER SESSION	\$14,441.60	\$14,441.28	(\$0.32)	
	3002	TEACHER - REGULAR GRADES - PER SESSION	\$319,971.56	\$218,994.79	(\$100,976.77)	Repurposed to strengthen instruction in the classroom
	3101	TEACHER SPECIAL ED - MASTER TEACHER	\$92,456.00	\$92,457.09	\$1.09	
<b>15 Total</b>			<b>\$440,926.76</b>	<b>\$344,694.32</b>	<b>(\$96,232.44)</b>	
16	3492	SCHOOL SECRETARY - PER SESSION	\$2,587.00	\$2,588.20	\$1.20	
	6092	ED PARA - BULK	\$12,609.07	\$12,609.07	\$0.00	
	6214	BULK: SCHOOL AIDE (RAIDN)	\$810.00	\$810.00	\$0.00	
<b>16 Total</b>			<b>\$16,006.07</b>	<b>\$16,007.28</b>	<b>\$1.20</b>	
20	0300			\$5,361.00	\$5,361.00	
<b>20 Total</b>				<b>\$5,361.00</b>	<b>\$5,361.00</b>	
40	0689	CURRICULUM & STAFF DEVELOPMENT CONTRACTS	\$167,750.00	\$171,900.00	\$4,150.00	
<b>40 Total</b>			<b>\$167,750.00</b>	<b>\$171,900.00</b>	<b>\$4,150.00</b>	
45	0100	SUPPLIES - GENERAL	\$106,450.00	\$271,971.00	\$165,521.00	Increase will support classroom instruction through the use of Technology in the classrooms and provide supplemental/non-mandated textbooks (test review materials)
	0199	EDUCATIONAL SOFTWARE	\$7,000.00	\$9,500.00	\$2,500.00	
	0337	TEXTBOOKS	\$9,375.00	\$39,375.00	\$30,000.00	
	0338	LIBRARY BOOKS	\$7,500.00	\$7,500.00	\$0.00	
<b>45 Total</b>			<b>\$130,325.00</b>	<b>\$328,346.00</b>	<b>\$198,021.00</b>	

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CODE SED	Line Code	Title	FS10	FS10A	Increase/Decrease	Explanation
Total						
46	0451	TRANSPORTATION OF STAFF - NON-CONTRACT	\$26,000.00	\$26,000.00	\$0.00	
	0633	TRANSPORTATION OF PUPILS - OTHER	\$79,000.00	\$18,677.00	(\$60,323.00)	
46	Total		\$105,000.00	\$44,677.00	(\$60,323.00)	
80		Employee Benefit	\$99,236.39	\$48,260.00	(\$50,976.39)	
80	Total		\$99,236.39	\$48,260.00	(\$50,976.39)	
<b>TOTAL</b>			<b>\$959,246</b>	<b>\$959,246</b>	<b>(\$0)</b>	

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School: Bread and Roses 05M685

SED Code	Line Code	Title	FS10	FS10A	Increase/Decrease	EXPLANATION
15		EXECUTIVE PRINCIPAL	\$36,363		(\$36,363)	
	2782	PRINCIPAL PER SESSION		\$4,393	\$4,393	Improve student transition from middle to high school through a freshman academy. The freshman academy at Bread & Roses HS will be a structured instructional program providing students with a positive transition from eighth grade to high school. The academy, with a team consisting of administrators, counselors, teachers, and other staff will support incoming freshmen in acquiring the academic and social skills necessary to succeed at the high school level and beyond.
	2792	SUPERVISOR PER SESSION		\$17,000	\$17,000	
	2921	GUIDANCE COUNSELOR		\$89,816	\$89,816	
	2922	GUIDANCE COUNSELOR - PER SESSION	\$14,191	\$14,191	(\$0)	
	3001	TEACHER - REGULAR GRADES	\$47,889		(\$47,889)	
	3002	TEACHER - REGULAR GRADES - PER SESSION	\$157,513	\$109,874	(\$47,638)	
		MASTER AND TURNAROUND TEACHER	\$139,382		(\$139,382)	
<b>15 Total</b>			<b>\$395,338</b>	<b>\$235,274</b>	<b>(\$160,064)</b>	
16	6092	ED PARA - BULK		\$6,725	\$6,725	Use data to identify and implement an instructional program that is research-based, vertically aligned from one grade to the next, and aligned with State academic standard
	6204	SCHOOL AIDE (MORE THAN 20 HRS/WK)		\$29,920	\$29,920	
	6214	BULK: SCHOOL AIDE (RAIDN)		\$8,000	\$8,000	
<b>16 Total</b>			<b>\$0</b>	<b>\$44,645</b>	<b>\$44,645</b>	

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SED Code	Line Code	Title	FS10	FS10A	Increase/Decrease	EXPLANATION
40	0669	TRANSPORTATION OF PUPILS - CONTRACTUAL		\$10,000	\$10,000	Establish an early-warning system to identify and respond to students who may be at risk of failing to achieve to high standards or graduate. Budget items include: • Contract with Center for Collaborative Education/ Institute for Student Achievement to provide high quality education and data services that identify, recover, educate, and graduate students at risk of not earning their high school diplomas.
		CURRICULUM & STAFF DEVELOPMENT CONTRACTS		\$110,000	\$110,000	
<b>40 Total</b>			<b>\$241,553</b>	<b>\$487,650</b>	<b>\$246,097</b>	
45	0100	SUPPLIES - GENERAL		\$219,343	\$219,343	Improve student transition from middle to high school through a freshman academy. The freshman academy at Bread & Roses HS will be a structured instructional program providing students with a positive transition from eighth grade to high school. The academy, with a team consisting of administrators, counselors, teachers, and other staff will support incoming freshmen in acquiring the academic and social skills necessary to succeed at the high school level and beyond.
	0199	EDUCATIONAL SOFTWARE	\$92,000		(\$92,000)	
<b>45 Total</b>			<b>\$92,000</b>	<b>\$219,343</b>	<b>\$127,343</b>	
80		Employee Benefit	\$96,619	\$63,102	(\$33,517)	
<b>80 Total</b>			<b>\$96,619</b>	<b>\$63,102</b>	<b>(\$33,517)</b>	
30		Minor Remodelling	\$25,000	\$0	(\$25,000)	
<b>30 Total</b>			<b>\$25,000</b>	<b>\$0</b>	<b>(\$25,000)</b>	
<b>Grand Total</b>			<b>\$850,510</b>	<b>\$1,050,014</b>	<b>\$199,504</b>	

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**School: Cobble Hill High School**

Org Unit	Code	Line Code	Title	fs10	fs10a	Increase/Decrease	Explanation
15K519	15	2782	TRANSFORMATION MENTOR PRINCIPAL	\$125,101	\$0	(\$125,101)	Allocation for TMP charged to Central allocation
			PRINCIPAL PER SESSION	\$9,523	\$9,522		
		2792	SUPERVISOR PER SESSION	\$14,900	\$14,900		
		2922	GUIDANCE COUNSELOR - PER SESSION	\$6,318	\$6,318		
		3001	TEACHER REGULAR GRADES - MASTER TEACHER	\$276,647	\$292,985	\$16,339	Increase is to cover for discrepancy between estimated and actual salary
		3002	TEACHER - REGULAR GRADES - PER SESSION	\$128,423	\$176,083	\$47,660	Repurpose funds that was initially earmarked for Transformation Mentor Principal will be repurpose to develop and increase teacher and school leader effectiveness. This will cover per session for school administrators for weekend institutes; per session for teachers for afterschool/weekend institutes; per session for transformation team meetings. Promote continuous use of student data to inform and differentiate instruction in order to meet academic needs of individual students. This will cover per session for teachers for data institutes; per session for principal for data institute. Establish schedule and strategies that provide increased learning time. This will cover per session for teachers for Saturday program, afterschool tutoring/credit accumulation program; per session for teachers for summer school/Bridge program; per session for supervisors for APs to supervise the above programs.
		3005	TEACHER - REGULAR GRADES - PER DIEM		\$7,195	\$7,195	

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Org Unit	Code	Line Code	Title	fs10	fs10a	Increase/Decrease	Explanation
	15 Total			\$560,911	\$507,003	(\$53,908)	
	16	3492	SCHOOL SECRETARY - PER SESSION	\$1,940	\$6,100	\$4,160	Minimal increase to support PD and increase learning time activities
		6032	BULK: DC 37 PARAPROFESSIONAL - (Line 6032)	\$2,411	\$2,411	\$0	
		6214	BULK: SCHOOL AIDE (RAIDN)	\$3,726	\$3,726	\$0	
	16 Total			\$8,077	\$12,237	\$4,160	
	40	0686	PROFESSIONAL SERVICES OTHER	\$39,230	\$32,230	(\$7,000)	
		0689	CURRICULUM & STAFF DEVELOPMENT CONTRACTS	\$157,500	\$170,500	\$13,000	Develop and increase teacher and school leader effectiveness. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. Develop and increase teacher and school leader effectiveness. To maximize the teachers' ability to improve their classroom management skills, a selected number of teachers will participate in a number of coaching sessions on Guided Discipline provided by Educators for Social Responsibility.

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Org Unit	Code	Line Code	Title	fs10	fs10a	Increase/Decrease	Explanation
			CURRICULUM & STAFF DEVELOPMENT CONTRACTS		\$34,000	\$34,000	Use data to identify and implement an instructional program that is research-based, vertically aligned from one grade to the next, and aligned with State academic standards. AVID will accelerate student learning, use research based methods of effective instruction, provide meaningful and motivational professional development and act as a catalyst for reform and change.
	40			\$196,730	\$236,730	\$40,000	
	Total						
	45	0100	SUPPLIES - GENERAL	\$16,667	\$171,043	\$154,376	Using and integrating technology-based supports and interventions as part of the instructional program. The infusion of technology into instructional practice and planning will enable teachers to increase differentiation and student engagement through the use of computer resources. Thus, to empower students to become motivated self learners, we would like to purchase 3 portable netbook/laptop stations. These netbook /laptop stations are essential for students to effectively utilize and participate in our programs (College Summit, Achieve3000, Datacation) that are entirely dependent on computer technology.
		0199	EDUCATIONAL SOFTWARE	\$23,000	\$27,805	\$4,805	
	45			\$39,667	\$198,848	\$159,181	
	Total						
	46	0451	TRANSPORTATION OF STAFF - NON-CONTRACT	\$21,000	\$15,000	(\$6,000)	
	46			\$21,000	\$15,000	(\$6,000)	
	Total						
	80		Employee Benefit	\$168,500	\$102,735	(\$65,765)	

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Org Unit	Code	Line Code	Title	fs10	fs10a	Increase/Decrease	Explanation
	80						
	Total			\$168,500	\$102,735	(\$65,765)	
			<b>Total</b>	<b>\$994,885</b>	<b>\$1,072,553</b>	<b>\$77,668</b>	

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**SCHOOL: AUTOMOTIVE HIGH SCHOOL 14K610**

Org Unit	SED CODE	Line Code	Title	FS10	FS10A	Increase/Decrease	Explanation	
14K610	15	2792	SUPERVISOR PER SESSION		\$14,589.50	\$14,589.50	Additional central funding to support 2011 summer programs which includes: a bridge program for incoming students that build on ELA and Math literacy skills while accumulating credits towards graduation; a four week credit recovery program individually designed to support student's academic needs while accumulating credits towards August graduation; and a multi session regents preparation program that satisfies the individual student needs based on prior testing and prepares them for the August exams and graduation. In addition planning the 2011-2012 school year under transformation guide lines.	
		2812	SCHOOL PSYCHOLOGIST - PER SESSION		\$2,256.45	\$2,256.45		
		3002	TEACHER - REGULAR GRADES - PER SESSION	\$37,782.41	\$215,837.00	\$178,054.59		
			TEACHER - REGULAR GRADES - PER SESSION					
		3005	TEACHER - REGULAR GRADES - PER DIEM		\$21,734.00	\$21,734.00		Additional funding central funding to support job-embedded PD
		3992	TEACHER TRAINEE - PER SESSION		\$9,560.25	\$9,560.25		
		3101	TEACHER SPECIAL ED - MASTER TEACHER	\$104,000.00	\$107,749.46	\$3,749.46		Minor adjustment to reflect actual vs. estimated salary
		3001	TEACHER REGULAR GRADES - MASTER TEACHER	\$104,000.00	\$86,587.10	(\$17,412.90)		
			TEACHER REGULAR GRADES - TURNAROUND TEACHER	\$276,000.00	\$268,600.90	(\$7,399.10)		
<b>15 Total</b>				<b>\$521,782.41</b>	<b>\$726,914.66</b>	<b>\$205,132.25</b>		

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Org Unit	SED CODE	Line Code	Title	FS10	FS10A	Increase/Decrease	Explanation
	16		SCHOOL SECRETARY PER SESSION		\$3,000.00	\$3,000.00	
	<b>16 Total</b>				<b>\$3,000.00</b>	<b>\$3,000.00</b>	
	20	0300			\$13,275.00	\$13,275.00	
	<b>20 Total</b>				<b>\$13,275.00</b>	<b>\$13,275.00</b>	
	40	0685	EDUCATIONAL CONSULTANTS		\$12,000.00	\$12,000.00	Additional central funding to support College Summit
		0689	CURRICULUM & STAFF DEVELOPMENT CONTRACTS	\$432,152.00	\$371,459.00	(\$60,693.00)	Several of the original vendors were not ARRA approved and thereby could not be used. We did purchase supplies for Life Space Crisis Intervention Training for staff and are paying teachers persession to attend training from transformation funding. Lehman writing project has been supported by the hiring of Lona Jack Vilmar for one day a week as a literacy coach. The remainder of the funds are being used to improve student outcomes for graduation through out the summer.
			CURRICULUM & STAFF DEVELOPMENT CONTRACTS		\$18,700.00	\$18,700.00	Additional central funding to support peer mediation training
	<b>40 Total</b>			<b>\$432,152.00</b>	<b>\$402,159.00</b>	<b>(\$29,993.00)</b>	
	45	0100	SUPPLIES - GENERAL	\$31,600.00	\$20,000.00	(\$11,600.00)	
	<b>45 Total</b>			<b>\$31,600.00</b>	<b>\$20,000.00</b>	<b>(\$11,600.00)</b>	
	46	0633	TRANSPORTATION OF PUPILS - OTHER	\$15,000.00		(\$15,000.00)	Adjustment to support other much needed Transformation activities/expenditures.
	<b>46 Total</b>			<b>\$15,000.00</b>		<b>(\$15,000.00)</b>	
80				\$173,182.00	\$111,365.00	(\$61,817.00)	

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Org Unit	SED CODE	Line Code	Title	FS10	FS10A	Increase/Decrease	Explanation
	80	Total		\$173,182.00	\$111,365.00	(\$61,817.00)	
			<b>TOTAL</b>	\$1,173,716	\$1,276,714	\$102,997	

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**School: William E. Grady Career and Technical Education High School (K620)**

SED CODE	Line Code	Title	FS10	FS10A	Inc/Dec	EXPLANATION
15	3001	TEACHER - REGULAR GRADES	\$226,975	\$265,548	\$38,572	
		TEACHER REGULAR GRADES - TURNAROUND TEACHER	\$181,824	\$133,856	(\$47,968)	
	3101	TEACHER SPECIAL ED - MASTER TEACHER	\$90,912	\$107,221	\$16,309	
	3005	TEACHER - REGULAR GRADES - PER DIEM	\$15,879	\$40,684	\$24,805	
	3009	F-STATUS - TEACHER		\$13,800	\$13,800	
	2922	GUIDANCE COUNSELOR - PER SESSION	\$18,052	\$40,615	\$22,563	
	3002	TEACHER - REGULAR GRADES - PER SESSION	\$166,828	\$263,423	\$96,595	Additional per session for increased learning time in the summer
	0058	PREP PERIOD COVG	\$11,571	\$25,318	\$13,747	
		SUPERVISOR PER SESSION	\$22,668	\$40,241	\$17,573	
<b>15</b>	<b>TOTAL</b>		<b>\$734,710</b>	<b>\$930,707</b>	<b>\$195,997</b>	
16						
	3492	SCHOOL SECRETARY - PER SESSION	\$10,349	\$20,698	\$10,349	
	6092	ED PARA - BULK	\$6,725	\$6,725	\$0	
	6214	BULK: SCHOOL AIDE (RAIDN)	\$17,626	\$27,726	\$2,000	
		OPENING FEES	\$41,276	\$0	(\$41,276)	

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SED CODE	Line Code	Title	FS10	FS10A	Inc/Dec	EXPLANATION
		BULK: SUPV SCHOOL AIDE		\$6,012	\$6,012	
16 Total			\$75,976	\$61,161	(\$22,915)	
20	0300		\$45,000	\$0	(\$45,000)	
20 Total			\$45,000	\$0	\$0	
40	0685	EDUCATIONAL CONSULTANTS	\$27,400	\$0	(\$27,400)	The educational software, textbooks, transportation, educational consultants and curriculum were all decreased due to the vendors we were using not being ARRA vendors. School funds replaced the money set aside for these vendors. Additionally, some of the vendors needed to be paid before the Transformation funds were provided due to their service being completed. This provided the opportunity for Grady to use the funds towards improving technology in the classroom with the purchasing of SMART Boards from the supplies line.
	0689	CURRICULUM & STAFF DEVELOPMENT CONTRACTS	\$72,350	\$0	(\$72,350)	
40 Total			\$99,750	\$0	(\$99,750)	
45	0100	SUPPLIES - GENERAL	\$97,092	\$411,138	\$314,046	
	0199	EDUCATIONAL SOFTWARE	\$27,000	\$3,832	(\$23,168)	
	0337	TEXTBOOKS	\$43,000		(\$43,000)	
45 Total			\$167,092	\$414,970	\$247,878	
46	0451	TRANSPORTATION OF STAFF - NON-CONTRACT	\$27,500	\$0	(\$27,500)	
46 Total			\$27,500	\$0	(\$27,500)	
80		EMPLOYEE BENEFIT	\$215,783	\$145,357	(\$70,426)	
80 TOTAL			\$215,783	\$145,357	(\$70,426)	
		<b>TOTAL</b>	<b>\$1,365,811</b>	<b>\$1,552,195</b>	<b>\$186,384</b>	

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**SCHOOL: Brooklyn School for Global Studies 15K429**

SED CODE	Line Code	Title	FS10	FS10A	Increase/Decrease	Explanation
15	2792	SUPERVISOR PER SESSION	\$6,502	\$9,138	\$2,636	
	2922	GUIDANCE COUNSELOR - PER SESSION		\$4,513	\$4,513	
	3001	TEACHER REGULAR GRADES - MASTER TEACHER	\$100,147	\$102,760	\$2,613	
	3002	TEACHER - REGULAR GRADES - PER SESSION	\$107,620	\$69,998	(\$37,621)	The decrease in pedagogic per session has not impacted any transformation activities. It just has been scaled down to match the # of teachers participating. A portion of it has been adjusted to provide funding for support staff such as secretaries and guidance counselors. Our Extended Day Program aligns with the requirement of Increased Learning Time.
	3005	TEACHER - REGULAR GRADES - PER DIEM		\$3,874	\$3,874	
	3101	TEACHER SPECIAL ED - MASTER TEACHER TEACHER SPECIAL ED - TURNAROUND TEACHER	\$50,073	\$98,535	\$48,462	
	0058	PREP PERIOD COVG	\$3,616	\$1,766	(\$1,850)	
<b>15 Total</b>			<b>\$318,031</b>	<b>\$299,916</b>	<b>(\$18,115)</b>	
16	3492	SCHOOL SECRETARY - PER SESSION	\$0	\$3,519	\$3,519	
<b>16 Total</b>			<b>\$0</b>	<b>\$3,519</b>	<b>\$3,519</b>	
20	0300		\$120,600	\$95,922	(\$24,678)	

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SED CODE	Line Code	Title	FS10	FS10A	Increase/Decrease	Explanation
<b>20 Total</b>			<b>\$120,600</b>	<b>\$95,922</b>	<b>(\$24,678)</b>	
40	0685	EDUCATIONAL CONSULTANTS	\$0	\$150,000	\$150,000	In regard to educational consultants, the transformation activities have not changed, they have just increased. More funding has been put into Kaplan for teacher coaching. This supports Transformation Requirement "C" of job embedded PD. In addition, Brienza has been added as a vendor to increase parent involvement by offering more parent workshops. This aligns with Transformation Activity "G," family and community engagement.
	0689	CURRICULUM & STAFF DEVELOPMENT CONTRACTS	\$171,915	\$75,700	(\$96,215)	
		CURRICULUM & STAFF DEVELOPMENT CONTRACTS		\$62,280	\$62,280	
<b>40 Total</b>			<b>\$171,915</b>	<b>\$137,980</b>	<b>(\$33,935)</b>	
45	0100	SUPPLIES - GENERAL	\$124,356	\$189,535	\$65,179	More funding was put into supplies in order to infuse technology into the classroom. This aligns with Transformation Requirement "A" of Developing and Increasing Teacher Effectiveness. We are purchasing Smart
	0199	EDUCATIONAL SOFTWARE		\$72,720	\$72,720	
	0337	TEXTBOOKS	\$50,000	\$24,300	(\$25,700)	

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SED CODE	Line Code	Title	FS10	FS10A	Increase/Decrease	Explanation
	0338	LIBRARY BOOKS	\$9,105		(\$9,105)	Boards and laptops for every classroom to support differentiated instruction and increase student engagement. An additional \$35 was put into equipment in order to purchase desktop computers for each classroom. This supports the transformation requirement "A" of increasing teacher effectiveness. These computers will be used to support instruction, especially literacy skills. Students will be able to work on writing skills and tasks matched to their particular skill level
<b>45 Total</b>			<b>\$183,461</b>	<b>\$286,555</b>	<b>\$103,094</b>	
46	0451	TRANSPORTATION OF STAFF - NON-CONTRACT	\$6,300	\$0	(\$6,300)	
80		EMPLOYEE BENEFIT	\$90,527	\$53,795	(\$36,732)	
<b>80 Total</b>			<b>\$90,527</b>	<b>\$53,795</b>	<b>(\$36,732)</b>	
<b>TOTAL</b>			<b>\$837,139</b>	<b>\$972,139</b>	<b>\$135,000</b>	

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**School: Franklin D. Roosevelt HS 20K505**

SED CODE	Line Code	Title	FS10	FS10A	Increase/Decrease	Explanation
15	2792	SUPERVISOR PER SESSION	\$70,288	\$26,500	(\$43,788)	
		SUPERVISOR PER SESSION		\$13,179	\$13,179	
	2799	F STATUS - SUPERVISOR	\$43,992	\$19,964	(\$24,028)	
		ADMINISTRATIVE ASSISTANT	\$44,673	\$44,667	(\$6)	
	3001	TEACHER REGULAR GRADES - MASTER TEACHER	\$192,466	\$233,711	\$41,245	
	3002	TEACHER - REGULAR GRADES - PER SESSION	\$100,752	\$99,998	(\$754)	
		TEACHER - REGULAR GRADES - PER SESSION		\$69,267	\$69,267	
	3005	TEACHER - REGULAR GRADES - PER DIEM	\$95,273	\$49,999	(\$45,274)	
	0058	PREP PERIOD COVG	\$36,160	\$12,000	(\$24,159)	
<b>15 Total</b>			<b>\$583,604</b>	<b>\$569,285</b>	<b>(\$14,319)</b>	
16	3492	SCHOOL SECRETARY - PER SESSION	\$9,571	\$9,572	\$1	
		SCHOOL SECRETARY - PER SESSION		\$15,113	\$15,113	
	6032	BULK: DC 37 PARAPROFESSIONAL - (Line 6032)	\$6,559	\$6,559	(\$0)	
	6214	BULK: SCHOOL AIDE (RAIDN)	\$3,240	\$3,240	\$0	
		BULK: SCHOOL AIDE (RAIDN)		\$4,860	\$4,860	
<b>16 Total</b>			<b>\$19,371</b>	<b>\$39,344</b>	<b>\$19,973</b>	
20	0300			\$338,060	\$338,060	
<b>20 Total</b>				<b>\$338,060</b>	<b>\$338,060</b>	
40	0689	CURRICULUM & STAFF DEVELOPMENT CONTRACTS	\$799,250	\$350,920	(\$448,330)	
		CURRICULUM & STAFF DEVELOPMENT CONTRACTS		\$54,400	\$54,400	
<b>40 Total</b>			<b>\$799,250</b>	<b>\$405,320</b>	<b>(\$393,930)</b>	
45	0100	SUPPLIES - GENERAL	\$255,795	\$367,075	\$111,280	
		SUPPLIES - GENERAL		\$43,181	\$43,181	
	0199	EDUCATIONAL SOFTWARE	\$7,500	\$156,888	\$149,388	

SEE BELOW

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<b>SED CODE</b>	<b>Line Code</b>	<b>Title</b>	<b>FS10</b>	<b>FS10A</b>	<b>Increase/Decrease</b>	<b>Explanation</b>
45 Total			\$263,295	\$567,144	\$303,849	
46	0451	TRANSPORTATION OF STAFF - NON-CONTRACT	\$5,000	\$0	(\$5,000)	
46 Total			\$5,000	\$0	(\$5,000)	
80		EMPLOYEE BENEFIT	\$129,479	\$80,846	(\$48,633)	
80 Total			\$129,479	\$80,846	(\$48,633)	
		<b>TOTAL</b>	<b>\$1,800,000</b>	<b>\$2,000,000</b>	<b>\$200,000</b>	

The school had originally allocated these funds toward, among other things, data management services and math professional development consultants. These vendors that the school originally planned to work with are ineligible for ARRA funds at this time. Since it will take some time for the school to identify comparable vendors to do the work, the school has decided to cover these costs internally and use the SIG (ARRA) funds to build up the resources needed to effectively deliver the extended learning and differentiated instruction programming that is part of the school's Transformation efforts. This will include

**Procure and Use of Smart Boards and iPads in the Classroom**

Instructors leading Freshman Academies, Sophomore Academies, targeted Special Education, targeted ELL classes, and targeted ELL Content Area are receiving extensive professional development in the area of delivering engaging instruction. Freshman and Sophomore academies are being targeted as part of the school wide reform effort in which block scheduling is being used to increase learning opportunities for students. Special Education and ELL classes are being targeted for additional instructional services, as they have not met their AYP target. In order to support professional development efforts and create engaging classrooms Smart Boards and iPads are being purchased. More Specifically, the Smart Boards will be used for interactive classroom demonstrations, hands on activities with students, and to model best practices. The iPads will be used to support English Language Learners, all classrooms, and support Special needs students using the Achieve 3000 Program. The purchase of iPads are ideal as it also supports the sensory needs of special education students. iPad usage will be scheduled throughout the day and will also be used in the after school program. All targeted classrooms will also use online applications that promote interactive learning to support writing and math skills. By ensuring that enough IT equipment are available in the school, the school will allow larger groups of students to participate in the increased learning programming being implemented at the school while developing teachers and students' ability to use technology to directly affect teaching and learning in ELA and Math.

**Teacher Training to Use Technology in the Classroom**

Teachers will receive extensive training for both Smart Boards and iPads. Training will include; Basic Training, Curriculum Integrated Training, and job embedded training via push in support, consultation, modeling, and team teaching. Master teachers will receive additional training, which will enable them to become turnkey trainers. Training for Smart Boards will be provided through Tequipment, UFT Teacher Center, and TMI. iPad training will be provided by Apple and TMI.

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**SCHOOL: QUEENS VOCATIONAL HIGH SCHOOL 24Q600**

Org Unit	Code	Line Code	Title	FS10	FS10A	Increase/Decrease	Explanation
24Q600	15	2782	TRANSFORMATION MENTOR PRINCIPAL	\$145,298	\$0	(\$145,298)	Decrease in code 15 is attributed to Teacher Mentor Principal which is now funded under Central grant allocation. Funds were repurpose by supporting the increase learning time activity through purchase of computer labs (see code 30)
			PRINCIPAL PER SESSION	\$3,514	\$3,514	\$0	
		2792	SUPERVISOR PER SESSION	\$15,376	\$20,231	\$4,856	
		2929	F STATUS - GUIDANCE COUNSELOR	\$24,665	\$23,354	(\$1,310)	
		3001	TEACHER - REGULAR GRADES	\$143,725	\$143,918	\$193	
			TEACHER REGULAR GRADES - MASTER TEACHER	\$341,218	\$366,788	\$25,569	
		3002	TEACHER - REGULAR GRADES - PER SESSION	\$20,990	\$43,941	\$22,951	
		3992	TEACHER TRAINEE - PER SESSION		\$3,230	\$3,230	
<b>15 Total</b>				<b>\$694,786</b>	<b>\$604,977</b>	<b>(\$89,809)</b>	
16	3492	SCHOOL SECRETARY - PER SESSION	\$3,105	\$3,105	\$0	Decrease in code 16 is due to School Aide that went on sick leave	
	6204	SCHOOL AIDE (MORE THAN 20 HRS/WK)	\$56,025	\$27,188	(\$28,837)		
	3495	F STATUS - SCHOOL SECRETARY	\$15,667	\$8,425	(\$7,241)		
<b>16 TOTAL</b>				<b>\$74,796</b>	<b>\$38,718</b>	<b>(\$36,078)</b>	

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Org Unit	Code	Line Code	Title	FS10	FS10A	Increase/Decrease	Explanation
	20	0300		\$0	\$106,718	\$106,718	Increase in equipment will support increased learning time program. By conducting a total of 20 science make up labs for the 4 science areas to increase passing rate and regents eligibility, purchase lab materials
<b>20 Total</b>				<b>\$0</b>	<b>\$106,718</b>	<b>\$106,718</b>	
	40	0669	TRANSPORTATION OF PUPILS - CONTRACTUAL		\$17,000	\$17,000	Increase in purchased services will support job-embedded PD activities. Kaplan PSAT/SAT PD for ELA and Math teachers (23 hour courses). 2 days of ASCD consultant for Danielson teacher effective training.
		0685	EDUCATIONAL CONSULTANTS		\$33,890	\$33,890	
		0689	CURRICULUM & STAFF DEVELOPMENT CONTRACTS	\$24,500	\$24,500	\$0	
<b>40 Total</b>				<b>\$24,500</b>	<b>\$75,390</b>	<b>\$50,890</b>	
	45	0100	SUPPLIES - GENERAL	\$119,912	\$157,526	\$37,614	Increase in supplies and materials will support the use of data to identify and implement an instructional program. 24Q600 will purchase technology to enhance the instructional program in ELA and Mathematics in order to increase achievement in these core academic areas. Funding will be used to purchase 5 smartboard setups with projectors, laptops and carts, also needed will be regents review books.
		0199	EDUCATIONAL SOFTWARE	\$13,000	\$32,695	\$19,695	
		0338	LIBRARY BOOKS	\$105,000	\$105,000	\$0	
<b>45 Total</b>				<b>\$237,912</b>	<b>\$295,221</b>	<b>\$57,309</b>	

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Org Unit	Code	Line Code	Title	FS10	FS10A	Increase/Decrease	Explanation
	46	0451	TRANSPORTATION OF STAFF - NON-CONTRACT	\$22,000	\$27,000	\$5,000	Increase will support teacher and school leader effectiveness through attendance to the ASCD conference.
	<b>46 Total</b>			<b>\$22,000</b>	<b>\$27,000</b>	<b>\$5,000</b>	
	80		EMPLOYEE BENEFIT	\$246,515	\$152,485	(\$94,030)	
	<b>80 Total</b>		<b>EMPLOYEE BENEFIT</b>	<b>\$246,515</b>	<b>\$152,485</b>	<b>(\$94,030)</b>	
			<b>GRANT TOTAL</b>	<b>\$1,300,509</b>	<b>\$1,300,509</b>	<b>\$0</b>	

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**SCHOOL: FLUSHING HIGH SCHOOL 25Q460**

<b>SED CODE</b>	<b>Line Code</b>	<b>Title</b>	<b>FS10</b>	<b>FS10A</b>	<b>Increase/Decrease</b>	<b>EXPLANATION</b>
15	2545	F STATUS - ASST PRINCIPAL	\$18,400	\$27,366	\$8,966	
	2782	PRINCIPAL PER SESSION		\$7,800	\$7,800	
		TRANSFORMATION MENTOR PRINCIPAL	\$154,295		(\$154,295)	TMP funded under Central Grant allocation
	2792	SUPERVISOR PER SESSION	\$14,508	\$14,277	(\$231)	
	2821	SCHOOL SOCIAL WORKER	\$71,674	\$78,776	\$7,102	Provide ongoing mechanisms for family and community engagement
	2922	GUIDANCE COUNSELOR - PER SESSION	\$13,539	\$13,539	\$0	
	3001	TEACHER REGULAR GRADES - MASTER TEACHER	\$393,292	\$350,116	(\$43,175)	
		TEACHER REGULAR GRADES - TURNAROUND TEACHER	\$196,646	\$92,162	(\$104,484)	Moved to Spec. Ed. Turnaround Teacher
	3002	TEACHER - REGULAR GRADES - PER SESSION	\$69,267	\$69,265	(\$2)	
	3005	TEACHER - REGULAR GRADES - PER DIEM	\$61,213	\$245,055	\$183,842	Establish schedule and strategies that provide increased learning time
	3101	TEACHER SPECIAL ED - MASTER TEACHER		\$87,887	\$87,887	
		TEACHER SPECIAL ED - TURNAROUND TEACHER		\$64,455	\$64,455	
	0058	PREP PERIOD COVG	\$13,179	\$8,000	(\$5,179)	
		PARENT COORDINATOR	\$44,890		(\$44,890)	
<b>15 Total</b>			<b>\$1,050,903</b>	<b>\$1,058,698</b>	<b>\$7,795</b>	
16	3492	SCHOOL SECRETARY - PER	\$2,587	\$2,587	\$0	

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<b>SED CODE</b>	<b>Line Code</b>	<b>Title</b>	<b>FS10</b>	<b>FS10A</b>	<b>Increase/Decrease</b>	<b>EXPLANATION</b>
		SESSION				
	6092	ED PARA - BULK	\$2,680	\$2,680	\$0	
	6214	BULK: SCHOOL AIDE (RAIDN)	\$32,724	\$32,724	\$0	
<b>16 Total</b>			<b>\$37,991</b>	<b>\$37,991</b>	<b>\$0</b>	
40	0689	CURRICULUM & STAFF DEVELOPMENT CONTRACTS	\$315,237	\$237,728	(\$77,509)	
<b>40 Total</b>			<b>\$315,237</b>	<b>\$237,728</b>	<b>(\$77,509)</b>	
45	0100	SUPPLIES - GENERAL	\$0	\$240,672	\$240,672	Using and integrating technology-based supports and interventions as part of the instructional program.
<b>45 Total</b>			<b>\$0</b>	<b>\$240,672</b>	<b>\$240,672</b>	
46	0451	TRANSPORTATION OF STAFF - NON-CONTRACT	\$14,500	\$14,500	\$0	
<b>46 Total</b>			<b>\$14,500</b>	<b>\$14,500</b>	<b>\$0</b>	
80		Employee Benefit	\$324,375	\$210,411	(\$113,964)	
<b>80 Total</b>			<b>\$324,375</b>	<b>\$210,411</b>	<b>(\$113,964)</b>	
30		Minor Remodelling	\$56,994	\$0	(\$56,994)	
<b>30 Total</b>			<b>\$56,994</b>	<b>\$0</b>	<b>(\$56,994)</b>	
		<b>Total</b>	<b>\$1,800,000</b>	<b>\$1,800,000</b>	<b>\$0</b>	

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**School: Long Island City High School**

Org Unit	CODE	Line Code	TITLE	fs10	fs10a	Increase/Decrease	Explanation
30Q450	15	2782	TRANSFORMATION MENTOR PRINCIPAL	\$154,296		(\$154,296)	TMP cost charged to Central allocation
			PRINCIPAL PER SESSION	\$8,904	\$8,918	\$14	
		2792	SUPERVISOR PER SESSION	\$21,965	\$21,965		
			SUPERVISOR PER SESSION		\$9,137	\$9,137	
		2821	SCHOOL SOCIAL WORKER		\$34,235	\$34,235	
		2921	GUIDANCE COUNSELOR	\$88,548		(\$88,548)	
		2922	GUIDANCE COUNSELOR - PER SESSION	\$11,282	\$11,282		
			GUIDANCE COUNSELOR - PER SESSION		\$7,221	\$7,221	
		0058	PREP PERIOD COVG		\$3,705	\$3,705	
		2925	GUIDANCE COUNSELOR - PER DIEM	\$57,164	\$57,184	\$20	
		3001	TEACHER - REGULAR GRADES	\$265,337	\$272,463	\$7,126	
			TEACHER REGULAR GRADES - MASTER TEACHER	\$609,457	\$603,783	(\$5,674)	

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Org Unit	CODE	Line Code	TITLE	fs10	fs10a	Increase/Decrease	Explanation
		3002	TEACHER - REGULAR GRADES - PER SESSION	\$120,818	\$104,374	(\$16,444)	The advisory component has been fully revamped and restructured, and will include the 10th grade. The titles that we plan to purchase to support the teachers 'professional development and the advisory curriculum are listed at the computation spread sheet. We are applying for per session to run a full credit recovery/independent study/advanced learning program. The program will take place between July 5 and August 17 in the Online Learning Center at LIC. It will involve 6 teachers from core academic subjects and health who will be providing instruction and support to students in the need of credit recovery and fulfilling the graduation requirement. The Learning center is supervised by a licensed Assistant Principal and the initial outreach and subsequent follow up is provided by a guidance counselor.
			TEACHER - REGULAR GRADES - PER SESSION		\$54,489	\$54,489	
		3005	TEACHER - REGULAR GRADES - PER DIEM		\$28,025	\$28,025	
	15 Total			\$1,337,772	\$1,216,781	(\$120,991)	
	20	0300		\$0	\$7,361	\$7,361	
	20 Total			\$0	\$7,361	\$7,361	

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Org Unit	CODE	Line Code	TITLE	fs10	fs10a	Increase/Decrease	Explanation
	40	0689	CURRICULUM & STAFF DEVELOPMENT CONTRACTS	\$12,500	\$12,500	\$0	
	<b>40 Total</b>			<b>\$12,500</b>	<b>\$12,500</b>	<b>\$0</b>	
	45	0100	SUPPLIES - GENERAL	\$30,000	\$352,605	\$322,605	The funds will be used for professional development for entire staff from all departments. They will be trained in the application of differentiated instruction in the classroom, curriculum mapping and the use of Teacher Effectiveness Rubric in the lesson planning and instruction delivery. The professional development will be supported by a purchase of several book titles relevant to the curriculum mapping, Teacher Effectiveness Project differentiated instruction and advisory guides.
			SUPPLIES - GENERAL		\$23,011	\$23,011	
		0199	EDUCATIONAL SOFTWARE		\$13,569	\$13,569	
	<b>45 Total</b>			<b>\$30,000</b>	<b>\$389,185</b>	<b>\$359,185</b>	
	46	0451	TRANSPORTATION OF STAFF - NON-CONTRACT	\$888	\$888	\$0	
	<b>46 Total</b>			<b>\$888</b>	<b>\$888</b>	<b>\$0</b>	
	80		Employee Benefit	\$418,840	\$267,190	(\$151,650)	
	<b>80 Total</b>			<b>\$418,840</b>	<b>\$267,190</b>	<b>(\$151,650)</b>	
			<b>TOTAL</b>	<b>\$1,800,000</b>	<b>\$1,893,905</b>	<b>\$93,905</b>	

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**CENTRAL**

<b>CODE SED</b>	<b>Line Code</b>	<b>Title</b>	<b>FS10</b>	<b>FS10A</b>	<b>INC/DEC</b>	<b>EXPLANATION</b>
15	2206	SCHOOL IMPLEMENTATION MANAGERS: ADMIN ASST SUPT - (SUYWQ)	\$639,000.00	\$1,219,598.00	\$580,598.00	Increase is to ensure support of PLA schools.
	2511	TRANSFORMATION MENTOR PRINCIPAL ASSIGNED	\$0.00	\$517,220.00	\$517,220.00	Funding charged to central grant allocation to provide additional grant allocation to schools to support allowable transformation activities
	2792	SUPERVISOR PER SESSION		\$3,449.82	\$3,449.82	Line item will support PD for Assistant Principals
	3002	TEACHER - REGULAR GRADES - PER SESSION		\$146,848.00	\$146,848.00	Per session to Design Lead Teachers and participating Subject Area teachers for training on performance-based assessment task development, administration, and scoring as part of the Teacher Evaluation system
	3042	TEACHER - ASSIGNED A - PER SESSION		\$447,340.00	\$447,340.00	Per session will support PD for TMP, Master and Turn-around teachers and teachers in the 11 Transformation Schools and to facilitate summer workshops with teachers who will design instructional supports which is essential to effective implementation of performance based tasks through out the school year.
	4766	ADMIN EDUCATION OFFICER - (Annual)	\$340,000.00	\$150,000.00	(\$190,000.00)	Teacher Effectiveness Coaches 2 fte vs. 4fte

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<b>CODE SED</b>	<b>Line Code</b>	<b>Title</b>	<b>FS10</b>	<b>FS10A</b>	<b>INC/DEC</b>	<b>EXPLANATION</b>
		ADMIN EDUCATION OFFICER - (Annual)	\$331,500.00	\$ 360,693.00	\$29,193.00	Difference is due to adjustment in salary to reflect actual vs. estimate or late hiring.
	4776	ASSOCIATE ED OFFICER - (UFT) (Annual)	\$205,000.00	\$99,494.00	(\$105,506.00)	
		EXECUTIVE PRINCIPALS DIFFERENTIAL	\$75,000.00	\$0.00	(\$75,000.00)	Salary differential covered using other fund sources
<b>15 Total</b>			<b>\$1,590,500.00</b>	<b>\$2,944,642.82</b>	<b>\$1,354,142.82</b>	
16	4001	ADMIN STAFF ANALYST - (Annual)	\$65,000.00	\$26,235.00	(\$38,765.00)	
	5936	COMMUNITY COORDINATOR (H-BANK)		\$20,387.00	\$20,387.00	Support training and managing performance assessment administration at schools
<b>16 Total</b>			<b>\$65,000.00</b>	<b>\$46,622.00</b>	<b>(\$18,378.00)</b>	
20	0300		\$0.00	\$25,000.00	\$25,000.00	Equipment to support teacher training
<b>20 Total</b>			<b>\$0.00</b>	<b>\$25,000.00</b>	<b>\$25,000.00</b>	
40	0685	EDUCATIONAL CONSULTANTS	\$1,210,000.00		(\$1,060,000.00)	Decreased to provide additional Transformation resource at the school level
	0686	PROFESSIONAL SERVICES OTHER	\$757,020.00	\$680,693.00	(\$76,327.00)	The expert consultants will provide the task shells and facilitate the work of the teachers in developing the final versions of the performance tasks and the associated instructional supports. Training resources for teacher evaluation program to 11 schools (principals and up to 3 teacher evaluators per school)
	0689	CURRICULUM & STAFF DEVELOPMENT CONTRACTS	\$1,372,000.00	\$520,636.00	(\$851,364.00)	

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<b>CODE SED</b>	<b>Line Code</b>	<b>Title</b>	<b>FS10</b>	<b>FS10A</b>	<b>INC/DEC</b>	<b>EXPLANATION</b>
<b>40 Total</b>			<b>\$3,339,020.00</b>	<b>\$1,351,329.00</b>	<b>(\$1,987,691.00)</b>	
45	0100	SUPPLIES - GENERAL	\$110,000.00	\$50,000.00	(\$60,000.00)	
<b>45 Total</b>			<b>\$110,000.00</b>	<b>\$50,000.00</b>	<b>(\$60,000.00)</b>	
46	0451	TRANSPORTATION OF STAFF - NON-CONTRACT	\$165,000.00	\$50,000.00	(\$115,000.00)	Decreased to provide additional Transformation resource at the school level
<b>46 Total</b>			<b>\$165,000.00</b>	<b>\$50,000.00</b>	<b>(\$115,000.00)</b>	
30		MINOR REMODELLING	\$275,000.00	\$0.00	(\$275,000.00)	Decreased to provide additional Transformation resource at the school level
<b>30 Total</b>			<b>\$275,000.00</b>	<b>\$0.00</b>	<b>(\$275,000.00)</b>	
80		EMPLOYEE BENEFIT	\$562,858.00	\$643,827.00	\$80,969.00	
<b>80 Total</b>			<b>\$562,858.00</b>	<b>\$643,827.00</b>	<b>\$80,969.00</b>	
<b>Grand Total</b>			<b>\$6,107,378.00</b>	<b>\$5,111,420.82</b>	<b>(\$995,957.18)</b>	\$995,957 allocated to schools to support allowable and permissible Transformation activities

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**BUDGET NARRATIVE**

Directions: For each Code on the FS-10, provide a description and dollar amount for each proposed expenditure in the space below.

Please see the accompanying budget narratives for each school.

Note that budget narratives for Automotive High School and Bread & Roses Integrated Arts High School are included to highlight the budget amounts intended for these schools. As the budgets were developed under the Transformation model, amended budget narratives will be submitted once these schools and their EPOs solidify their respective school improvement plans under the Restart Model. The budget amounts are not expected to alter.

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**Statement of Assurances**

The following assurances are a component of your application. By signing the certification on the application cover page you are ensuring accountability and compliance with state and federal laws, regulations, and grants management requirements and certifying that you have read and will comply with the following assurances and certifications.

Federal Assurances and Certifications. General:

- Assurances – Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- General Education Provisions Act Assurances

Federal Assurances and Certifications. NCLB (if appropriate):

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

- NCLB Assurances
- School Prayer Certification

**General Federal Assurances**

1. The program will be administered in accordance with all applicable statutes, regulations, program plans and applications;
2. Each LEA shall assure its compliance with all supplement not supplant requirements;
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency or in a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, nonprofit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
4. The applicant will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
5. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
6. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
7. The applicant agrees to comply with the following civil rights authorities, their implementing regulations, and appropriate federal and State guidelines: Title VI of the Civil Rights Act of 1964, Title IX of the Federal Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.

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**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

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As the duly authorized representative of the applicant, and by signing the application cover page, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally

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assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction sub agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

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16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
  
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
  
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Standard Form 424B (Rev. 7-97), Prescribed by OMB Circular A-102, Authorized for Local Reproduction, as amended by New York State Education Department**

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**CERTIFICATIONS REGARDING LOBBYING**

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Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the Application Cover Page provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

**1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

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**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND  
VOLUNTARY EXCLUSION — LOWER TIER COVERED TRANSACTIONS**

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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

**Instructions for Certification**

1. By signing the Application Cover Page, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

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**Certification**

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

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*ED 80-0014, as amended by the New York State Education Department*

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**GENERAL EDUCATION PROVISIONS ACT ASSURANCES**

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These assurances are required by the General Education Provisions Act for certain programs funded by the U.S. Department of Education.

As the authorized representative of the applicant, by signing the application cover page, I certify that:

- (1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- (3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- (4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section [1232f](#) of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;
- (5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) that in the case of any project involving construction –
  - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
  - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section [794](#) of title [29](#) in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
- (8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- (9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

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**NEW YORK STATE DEPARTMENT OF EDUCATION  
NO CHILD LEFT BEHIND ACT ASSURANCES**

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These assurances are required for programs funded under the No Child Left Behind Act.

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:

- (1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
  
- (2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and  
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
  
- (3) the applicant will adopt and use proper methods of administering each such program, including—
  - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
  - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
  
- (4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
  
- (5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
  
- (6) the applicant will—
  - (A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
  - (B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties;
  
- (7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment;
  
- (8) the applicant has consulted with teachers, school administrators, parents, nonpublic school representatives and others in the development of the application to the extent required for the applicant under the program pursuant to the applicable provisions of the No Child Left Behind Act;
  
- (9) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 3214(3)(d) and (f) and the Gun-Free Schools Act (20 U.S.C. § 7151);
  
- (10) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7908 on military recruiter access;
  
- (11) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the

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applicant is complying with the requirements of 20 U.S.C. § 7904 on constitutionally protected prayer in public elementary and secondary schools;

(12) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 2802(7), and any state regulations implementing such statute and 20 U.S.C. § 7912 on unsafe school choice; and

(13) in the case of a local educational agency, the applicant is complying with all fiscal requirements that apply to the program, including but not limited to any applicable supplement not supplant or local maintenance of effort requirements.

## **SCHOOL PRAYER CERTIFICATION**

As a condition of receiving federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB), the local educational agency hereby certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the current guidance issued pursuant to NCLB Section 9524(a).