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Every child is a work of art.  
Create a masterpiece.

January 25, 2013

New York State Education Department  
Contracts Administration Unit, 505 W EB  
89 Washington Ave  
Albany, New York 12234

Attn: Nell Brady, RFP # TA-11

Dear Ms. Brady:

Please find enclosed one original and one copy of the Rochester City School District's School Improvement Grant (SIG) RFP# TA-11 (2013) Application and FS10 for the following school:

- Joseph C. Wilson High School – Transformation Model

The application has also been submitted electronically through the Review Room portal. Thank you very much for your continued support of the students of Rochester. If you have any questions or comments, please feel to call me at the above contact information or Susan Hasenauer-Curtis at 585-262-8482.

Sincerely,

Karen Jacobs

Enclosure

xc: A. Murphy  
S. Hasenauer-Curtis  
P. Rutland  
C. Hunt

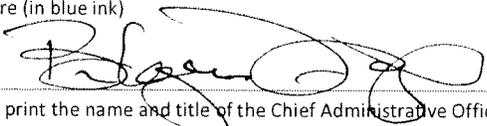
**New York State Education Department**  
**Application Cover Sheet**  
**School Improvement Grant (SIG) 1003[g]**

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

<b>District (LEA)</b>			<b>LEA Beds Code:</b>
Rochester City School District			261600010000
<b>Lead Contact (First Name, Last Name)</b>			
Susan Hasenauer-Curtis			
<b>Title</b>	<b>Telephone</b>	<b>Fax Number</b>	<b>E-mail Address</b>
Executive Director of School Innovation	(585) 262-8482	(585) 263-3292	SusanM.Hasenauer-Curtis@RCSDK12.ORG
<b>Legal School Name for the Priority School Identified in this Application</b>			<b>School Beds Code</b>
Joseph C. Wilson Magnet Commencement High School			261600010067
<b>Grade Levels Served by the Priority School Identified in this Application</b>			<b>School NCES #</b>
9-12			362475003422
<b>Total Number of Students Served by the Priority School Identified in this Application</b>			<b>School Address (Street, City, Zip Code)</b>
1004			501 Genesee Street, Rochester, NY 14611
<b>School Model Proposed to be Implemented in the Priority School Identified in this Application</b>			
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input checked="" type="checkbox"/>	Closure <input type="checkbox"/>

**Certification and Approval**

I hereby certify that I am the applicant's Chief 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 application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project. I understand that this application constitutes an offer and, if accepted by the NYSED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to NYSED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

<b>CHIEF ADMINISTRATIVE OFFICER</b>	
Signature (in blue ink) 	Date 1/25/13
Type or print the name and title of the Chief Administrative Officer <b>Bolgen Vargas, Ed.D.</b>	
<b>RECEIVED</b>	DO NOT WRITE IN THIS SPACE

postmarked  
 JAN 25 2013  
 CONTRACT ADMINISTRATION  
 (NB)

 ORIGINAL

## 1. DISTRICT-LEVEL PLAN - TRANSFORMATION MODEL

### 1.A DISTRICT OVERVIEW

#### **1.A.i Theories of Action Guiding District Strategies To Support Lowest Achieving Schools**

The Rochester City School District (RCSD) is identified as a Focus School District, with 86% of its 63 schools in accountability status, including 24 Priority Schools and 30 Focus Schools. RCSD is committed to the implementation of New York State's Regents Reform Agenda as a means to bring about school improvement at all RCSD schools to help all students prepare for post-secondary success. The District is in the process of aligning all its resources with the three elements of the Regents Reform Agenda. By centering instruction on the Common Core, implementing the Annual Professional Performance Review (APPR) as part of a data-driven culture, and strategically linking data to professional development, a true culture change will occur, and RCSD will succeed in its mission to prepare all students for success in a global economy.

In order to reach District-wide goals of preparing every student for college and careers, RCSD is:

- Employing a strong core instructional program that will provide the framework for highly-effective instruction and equal access to academic opportunities for all students to occur through core program implementation, intervention courses and strategies (including the use of time), and acceleration prospects for all students;
- Implementing a strong ESOL/Bilingual program that will articulate rigorous grade level expectations in the areas of speaking, listening, reading, and writing;
- Building the capacity of teachers to deliver high-quality, highly effective instruction that is based on rigorous standards and curriculum and focused on the differing needs of students,
- Increasing the instructional expertise and effective coaching strategies of all Central Office and school leaders, and
- Holding everyone accountable for specific student and school outcomes by using the *Diagnostic Tool for School and District Effectiveness* at a higher frequency than the state for assessment

The guiding principles for RCSD's improvements in curriculum and instruction are grounded in the belief that college persistence dramatically increases life outcomes for all students. A coherent reform strategy will connect everything to improving teaching and learning. RCSD will be deliberate in instruction, defining the curriculum, standards of performance, and accountability standards for all students. Accountability systems will connect student outcomes with adult outcomes, and Central Office has been reorganized to flexible and agile to support changing school needs, with time and support being given to teachers and administrators, as well as students.

#### **1.A.ii District Approach to Supporting School Turnaround**

The District's Comprehensive Plan guides its work to improve student achievement and prepare students to be successful in the global economy. The plan outlines goals and strategies for improving schools and increasing student achievement and includes measurable targets for graduation rate, academic performance, and school tone. The plan was developed from the belief that every child can succeed. It is aligned with NYS's Regents Reform Agenda and is based on three core values:

- Achievement - Student achievement will improve with a total focus on teaching and learning with an emphasis on results and rigor and vigor of instruction.
- Equity - Resources will be distributed equitably based on the needs of schools and students with the Core Instructional Program being the foundation of resource allocation.

- **Accountability** - Data will be used to ensure that we hold adults accountable for the success of all students and extensive monitoring will occur.

To achieve the goals of the Strategic Plan, RCSD aligns its resources to ensure they are used where they are needed most, that is, in the classroom. Ongoing monitoring of plan implementation provides regular opportunities for the District to learn, reflect, and take quick and informed actions to make progress. RCSD uses data to recognize, intervene, and adjust in support of student achievement and strives to model the culture of learning expected in schools and classrooms throughout the District.

RCSD's Core Instructional Program anchors academic standards in the real world and requires all students to take a quality college and workplace-ready curriculum. Academic high school standards are aligned with the knowledge required for college and workplace success, and back-mapped to create a coherent, focused, grade-by-grade progression from pre-kindergarten through college. Specific course-taking requirements for high school graduation are defined in English, Mathematics, Social Studies and Science, with core content for each course specified.

Intervention, acceleration and the use of time will support students of all subgroups. The required curricular content can be individualized while keeping NYS standards and tests constant. All disciplines reinforce college and work place readiness expectations. A battery of assessments, including large-scale tests, performance-based tasks, and teacher-developed assessments measure what matters. Quality interim assessments evaluate mastery and are used to adjust instruction beginning in pre-kindergarten. High school graduation performance exams ensure that students meet standards before earning a high school diploma.

RCSD has rewritten the District Comprehensive Improvement Plan (DCIP), incorporating the vision of the Regents Reform Agenda. The DCIP is also aligned with the State's new *Diagnostic Tool for School and District Effectiveness* and RCSD's Core Instructional Program. Full implementation of the Plan will occur in 2013-2014. Rochester's DCIP is a living document and will be updated continually to reflect the District's new improvement plans and alignment with NYSED recommendations and requirements (e.g., incorporation of growth measures). School Comprehensive Education Plans (CEPs) will align with the objectives of the DCIP and all elements of the Core Instructional Program.

Additional supports are being put in place:

1. RCSD's Deputy Superintendent of Administration will take an active role in supporting the Principal of this school by working with the Wilson principal and Rochester Teacher's Association president to ensure union issues are minimized so implementation of the transformational model can be capitalized.
2. The Executive Director of School Innovation will monitor turnaround efforts closely by collaborating and examining school wide data with School Chief on a bi-weekly basis to ensure efforts are consistent and moving forward according to designated plan.

### **1.A.iii Evidence of District Readiness for System-Wide Improvement of Priority Schools**

Beginning in Winter 2013, all RCSD leadership, both in central administrative offices and schools, are participating in targeted leadership academies delivered by the SUPES Academy. These academies will develop a foundation of strong leadership for improvement in the instructional core within a context unique to Rochester. District chiefs, directors, principals, and assistant principals are gaining a better understanding of the technical requirements for implementation of the Common Core State Standards through intensive workshops with associated executive coaching. Principals and assistant principals at Priority Schools are receiving additional support. All leaders are learning how to manage organizational elements coherently to support the District's instructional goals and

use data to inform decisions. All workshop activities support the goals and objectives of the six tenets of the State's new *Diagnostic Tool for School and District Effectiveness*'s: 1) district leadership and capacity, 2) school leadership practices and decisions, 3) curriculum development and support, 4) teacher practices and decisions, 5) student social and emotional developmental health, and 6) family and community engagement.

RCSD has demonstrated its commitment to building internal District capacity to improve student performance through implementation of the Regents Reform Agenda. One hundred and fifty (150) District and school leaders attended NYSED's Network Team Institutes in Albany last August and October. Follow-up support has been provided by senior research fellows from the Regents Research Fund in regard to the *Diagnostic Tool for School and District Effectiveness*.

## **1.B OPERATIONAL AUTONOMIES**

### **1.B.i. Operational Autonomies for Wilson High School**

Wilson HS has the autonomy to:

- Staff positions outside of the Core Instructional Program that are unique to this model,
- Determine how time is used time for instruction and supplemental learning,
- Select programs, and
- Select educational partners.

All RCSD schools will be staffed centrally to the District's Core Instructional Program and the standardized schedule that supports the varying needs of all students. The Wilson principal will have the autonomy to make staffing decisions that support implementation of positions beyond those required for the Core Instructional Program and are unique to the school's SIG transformation plan. Additionally, the Wilson staff is exempt from the voluntary teacher transfer process, per a Rochester Teacher's Association (RTA) agreement. The purpose of this exemption is to enhance Wilson HS's ability to recruit new staff, provide stability, and support school change.

A standardized schedule has been created within the Core Instructional Program to support students, but significant flexibility is allowed in its implementation to individualize programs at each school. The schedule was developed to provide better support for students who need remediation and acceleration and address the District's highly mobile student population, as well as sub-groups who are in accountability status (e.g., ELL and SWD). Wilson HS will have full autonomy to identify how the school day will be expanded to meet the Commissioner's requirement that Priority Schools add 200 or more additional student contact hours per year. They will seek a partnership with International Baccalaureate to fully implement the ideal model and desired hours above any beyond the requirement. Wilson HS will be able to determine whether the additional hours are added before or after school, on Saturdays, during school recess periods, or through intensive summer programming. How the additional time is used (instructional, socio-emotional, or recreational support, etc.) is also an autonomous decision that will be linked directly to Wilson HS's transformation plan.

Autonomy will also be provided to Wilson HS in the selection of educational programs. Programs will be identified that address the unique needs of the school within the framework of the Core Instructional Program and will reflect the needs of ELL and SWD populations as well as take into account the suggestions made by NYSED during the last JIT review.

Educational partners will be selected by schools after consideration of school needs and partner strengths. As with the other autonomous decisions, partner selection will be done to individualize Rochester's Core Instructional Program to student and school needs.

Because 86% of RCSD schools are in accountability status, these autonomies are not unique to Wilson HS, but support decision-making at schools District wide.

To increase school autonomy even further, Wilson HS will negotiate with RTA to have a School-Level Living Contract. The purpose of the Living Contract is to establish a joint committee to provide for discussions and decision-making on matters relating to improved union-management relations and system operations. The Contract will allow Wilson HS to enter into contractual agreements different than provisions in the central collective bargaining agreement.

### **1.B.ii Evidence of School Autonomies and Support**

Provide as evidence formally adopted Board of Education policies and/or procedures for providing the school the appropriate autonomy, operating flexibility, resources, and support to reduce barriers and overly burdensome compliance requirements.

### **1.B.iii Labor-Management Documentation of School Autonomy**

A complete copy of the Contractual Agreement Between the Rochester City School District and the Rochester Teachers Association can be found at:

<http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=2954&context=perbcontracts>

### **Section 24.5(a) - Exempting schools from the regular transfer process (P. 29 of Agreement)**

a. By January 1st of each school year the Superintendent and RTA President may identify a number of specific positions and/or schools that will be exempted from the voluntary transfer process. The purposes for such exemption shall be to enhance the District's ability to recruit new staff, provide stability, and/or support organizational change as well as respect for a school's culture. Such positions and/or schools shall be mutually agreed to by the Superintendent and the RTA President.

## **1.C DISTRICT ACCOUNTABILITY AND SUPPORT**

### **1.C.i Senior Leadership Responsible for Coordination of District Turnaround**

The Office of School Innovation (OSI) serves as the District's "turnaround office." OSI was created five years ago to oversee the work of improving schools and opening new, high quality schools. The school design principles of rigor, personalization, and partnerships guide the work of this office. There are high expectations and standards for students, and intermediary partners provide expertise in effective practices. OSI utilizes the latest in educational research and methodologies to help develop innovative schools, programs, and policies that increase school performance and evaluates progress on work to date. The Executive Director of OSI is responsible for providing oversight and support to schools.

Three School Chiefs, who report directly to RCSD's Deputy Superintendent of Teaching and Learning, are key instructional managers in the District. Each School Chief supervises a cluster of 20 or more schools in one of the District's three school zones. The School Chiefs have wide latitude for independent judgment and decision-making and assist in the formation of educational policy and practice.

RCSD's Director of Expanded Learning will provide additional support to schools as they expand learning time to meet Commissioner's requirement of 200 additional student contact hours per year. RCSD's Department of Teaching and Learning is responsible for the academic and instructional needs of the District. The department includes managing directors of content areas as well as Intervention Services, Special Education, and English Language Learners. The Deputy Superintendent for Teaching and Learning designs and implements "best practice" instructional

systems and works to ensure the alignment of curriculum, instruction, research, assessment, and supporting resources. The focus is to ensure the alignment of curriculum to the NYS Standards so that all students are prepared for high school graduation and post-secondary education. RCSD Chiefs will ensure Network Team consistency in implementation of the Regents Reform Agenda and Race to the Top initiatives that include the Common Core, data-driven instruction, and Annual Professional Performance Review (APPR). The 12-member team works with Priority Schools to utilize tools and technology-supported curriculum resources to analyze data and then use that data to inform instructional practices and necessary professional development. An organizational chart for RCSD's management structure is attached.

**1.C.ii Providing High Quality Accountability and Support to Wilson High School**

The Executive Director of School Innovation will oversee the transformation of Wilson HS. She will work with the School Chief, Deputy Superintendent of Administration, Wilson principal and International Baccalaureate (SIG partner) to review progress toward performance targets. The Executive Director will assess data from summative and formative assessments, conducting quantitative and qualitative reviews to determine progress toward performance targets. In collaboration with School Chief, she will inform the principal of implementation status, who will work with his school-based planning team to make adjustments to the implementation plan if needed.

The Executive Director will work with the new School Chief to ensure full understanding of the requirements of the transformation model and SIG plan so that the principal is evaluated effectively on performance targets associated with SIG implementation. In addition, an Executive Coach has been provided to the Wilson principal because of the school's Priority status. He will assist in the monitoring and implementation of the SIG plan.

The Director of Expanded Learning will support Wilson HS build an expanded learning program that meets criteria set by innovative and practical school design. RCSD's Chiefs, Network Team and curriculum directors will provide more frequent and intensive support to Wilson HS, and other Priority Schools.

**1.C.iii Timeframe and Person Responsible for Support at This Priority School**  
**District Transformation Support Plan**

<b>Interaction</b>	<b>Frequency</b>	<b>Person Responsible</b>
Programmatic Review	Quarterly	OSI Executive Director; South Zone School Chief
Fiscal Review	Quarterly	OSI Executive Director; Senior Budget Analyst
School Visit	Bi-weekly	OSI Executive Director; South Zone School Chief
Support Visits for Expanded Learning Implementation	Weekly during Pre-Implementation Period; Bi-weekly during Year 1 Implementation; As needed in Years 2 and 3	Director of Expanded Learning
Network Team Visit	Monthly	School Chief, RCSD Network Team
Integrated Intervention Team (IIT) Visit	Spring 2013	NYS IIT

Interaction	Frequency	Person Responsible
IIT Visit	End of Years 1, 2, and 3	RCSD IIT

**1.D TEACHER AND LEADER PIPELINE**

**1.D.i Recruitment Goals and Strategies to Ensure Equal Access to High-Quality Educators**

Successful recruitment efforts rely heavily on strategic efforts throughout the year, not only when vacancies occur. The need to promote flexibility in teaching staff reaches beyond recruitment of new teachers. The benefit to the educational system to have teachers with multiple certifications is even more evident. RCSD is faced each year with displacement or elimination of teachers and/or administrators who are critical to programs within schools due to statutory and contractual requirements. The District has an urgent need to develop both depth and breadth in programs so that changes in personnel will not negatively affect student learning.

Due to declining enrollment, reductions in force, and reduction in Title IIA allocations for recruitment, the Division of Human Capital Initiatives (HCI) has established two overarching goals to ensure that students in SIG schools have equal access to high-quality leaders and teachers:

1) Increase efforts to recruit and re-train high-quality leader and teacher minority candidates to reflect the student population, and

2) Integrate a talent management module into the current Human Capital System of record.

RCSD will continue to provide the Master’s Degree Reimbursement Program as required for New York State professional teaching certification. RCSD also has a predetermined agreement to use funds to pay for a second Master’s Degree/Certification for those seeking additional certification in shortage areas. Efforts will be continuously made to publicize these benefits to fill high need areas with experienced qualified teachers. Reimbursement for tuition is the incentive to encourage teachers to obtain multiple certifications, especially in high needs areas.

Oracle’s eRecruit talent management module will support active management of the talent lifecycle, including planning, recruiting, candidate screening, hiring, and new employee on-boarding. Most data will be populated from information gathered during the recruitment process. eRecruit will be fully integrated with the core Human Capital system of record and allow HCI to track recruitment efforts. Data will be available to track recruitment trends such as which institutions of higher education provide the most highly qualified candidates and if teacher and administrative retention correlates with degree preparation site. Information will be used to query teachers’ certification type and eligibility to identify teachers for high needs areas.

RCSD’s Career in Teaching (CIT) and Career in Administration and Supervision (CIAS) programs are established cornerstones of RCSD’s strategic approach to ensure each student is taught by a high-quality educator. CIT is a collaborative effort between the District and the Rochester Teachers Association. CIT’s mentor/internship program provides full-year, one-on-one, intensive professional support aligned with the *Framework for Teaching* (2011 Revised Edition), the same criteria that are used in RCSD’s teacher evaluation. New administrators are given the same opportunity for individual mentoring through CIAS. CIAS is a collaboration with the Association for Supervisors and Administrators which balances preparation in the areas of management and instructional leadership. Both panels provide one-on-one mentoring and engage educators in learning-focused conversations.

RCSD’s recent NYSED’s *Strengthening Teacher and Leader Effectiveness* (STLE) Grant will provide supports for recruitment and teacher credentialing in shortage areas, development of a comprehensive coaching program, and enhancements to professional learning opportunities. Extra

compensation will be paid for these positions. Salary guidelines also allow the District to offer additional compensation for newly hired teachers in shortage areas, as the Rochester Teachers Association contract includes a clause for schools classified as low performing. For low performing schools, the District may propose that openings be set aside for either Lead Teacher Mentors or national board certified teachers.

#### **1.D.ii District Policies That Will Support the Required Changes**

As discussed previously, the District has moved towards centralizing the master schedule process. This change will allow for the creation of consistent and compatible schedules throughout the District, which will in turn reduce the number of part-time and itinerant positions and increase the attractiveness of employment by the District. Centralized Master Scheduling will also allow the District to identify vacancies earlier in the staffing process to facilitate a more extensive search for qualified applicants. The Department of Human Capital Initiatives will be placing advertisements to recruit for all teacher tenure areas in or about late February 2013 and annually thereafter. Previously, the District did not recruit candidates until true vacancies were identified, which caused substantial delay in the hiring process and loss of qualified candidates. The District has also recently expanded its geographic area to nationally recruit highly qualified teachers and administrators. All vacant positions will be posted and will undergo a full recruitment process prior to selection of an applicant. Previously, the District allowed building and department supervisors to select candidates without undergoing a search or interviewing candidates. While supervisors selected individuals with whom they had work experience, this method of candidate selection could inadvertently preclude identifying high quality candidates.

#### **1.D.iii District-Wide Training To Build Leadership Capacity for Leading Change**

**History and Past Funding.** In efforts to promote leadership capacity for school leaders; RCSD has taken part in two comprehensive approaches: the Rochester Leadership Academy (RLA) and Dream Schools – Transformation Leadership Cohort. RLA offered professional learning opportunities to sitting administrators. The RLA was coordinated jointly between RCSD and St. John Fisher College. The curriculum addressed the changing context, reforms, and role of the principal by focusing on the requisite skills, knowledge, and dispositions required for effective leadership and high performance management. The professional learning opportunities were based on:

- The unique and evolving context of school leadership in RCSD;
- Problem-based and applied learning methodologies and on the job experiences;
- Research, emerging theories, best practices, and field-based experiences;
- Participants' individual learning style and development needs;
- Current and emerging needs and interests of the participants, their schools and communities, and the District;
- A strength-based approach designed to build on existing knowledge and support continuous professional learning; and
- A collaborative, comprehensive and sustained approach to support continuous improvement in school performance.

RLA was funded by a Title I School Improvement Grant from April 2011 through June 2012. Dream Schools - Transformation Leadership Cohort provided intensive supports to six schools. Each had a five-member leadership team with one member being a Central Office employee serving as a liaison, another an Executive Coach assigned for a two year term and the other three school leaders. Topics discussed included the change process, data-driven decision making, creating a new culture, use of technology, and instructional leadership. Other topics were customized based on individual school need. Through an anticipated three year cycle, 18 schools

would have been impacted, 54 school leaders and 18 district office personnel. Records indicate the program was discontinued after Year Two. It was funded by local funds from July 2008 through June 2011.

Current. RCSD has embarked on a partnership with the SUPES Academy to leverage their experience in implementing capacity building plans and facilitating job-embedded professional development at the District- and school-level to provide RCSD with a solution that will reduce the burden of strategic implementation of the Regents Reform Agenda by only a handful of key RCSD administrators. The SUPES Academy is RCSD's partner organization to help operationalize the Regent Reform Agenda and will support four strands:

- District Capacity,
- Implementation of Common Core State Standards in English-Language Arts (ELA),
- Implementation of CCSS in Mathematics, and
- Data-Driven Instruction/Inquiry.

This approach will facilitate capacity-building across the District, from school-based leadership teams all the way up to the Superintendent's cabinet. The SUPES Academy will lead a customized, case-based, and experiential learning program in combination with consistent, intersession support from highly qualified coaches, identified strategically for different levels of the organization, provides the greatest opportunity for success in realizing increases in student achievement. A shared learning environment will be created whereby additional RCSD leaders can gain a better understanding of the Reform Agenda and help guide its implementation.

#### **1.D.iv District-Wide Training To Build the Capacity for Teachers To Be Effective**

History and Past Funding. LEAPP (Leadership Empowerment Aspiring Principals Program) was a 12-month leadership development program for teachers aspiring to be school leaders who are committed to serving in the District for at least five years. The format was a workshop professional development model comprised of monthly weekend sessions and a monthly three-hour evening session that helps aspiring principals examine personal ideology in relation to RCSD's Seven Essential Standards, RCSD framework and Success Factors; and, a summer residency as a school principal under the guidance of an experienced principal (coach). LEAPP was supported through a Title I School Improvement Grant from April 2011 through 6/30/2012.

Current. RCSD is embarking on training all certified ELA and Math teachers in grades 7-12 on *Ramp Up Literacy* and *onRamp to Algebra*. This training is in response to the need for an intensive approach to improving classroom practice through proven instructional routines and support materials designed to increase literacy and math scores as expressed as a District priority. *onRamp to Algebra* is based on the instructional design of America's Choice, *Ramp-Up to Algebra* program. *onRamp to Algebra*, like *Ramp-Up to Algebra*, is designed to accelerate the learning of such students. These programs are designed to accelerate the learning of students who enter high school two to three years behind their peers. *Ramp-Up to Literacy* and *onRamp to Algebra*:

- Include everything RCSD teachers need to succeed: lesson plans, classroom activities, homework assignments, powerful assessment tools, and more
- Provide novice and veteran RCSD teachers with high-quality professional development, support, and guidance with classroom teaching.

ELL researchers participated fully in the course design, making *Ramp-Up to Literacy* and *onRamp to Algebra* highly responsive to ELLs' needs. The flexible curriculum and instructional materials can be easily adapted for students with special needs as well. At the core of *Ramp-Up to Literacy*

and *onRamp to Algebra* is strong professional development for teachers combined with a rich array of instructional materials for teachers and students.

The current approach to building capacity among teachers has taken a different approach. RCSD has streamlined all instructional professional development to support District Capacity, Implementation of Common Core State Standards (CCSS) in English-Language Arts (ELA), Implementation of CCSS in Mathematics, and Data-Driven Instruction (DDI)/Inquiry. This approach aligns to the current practices to build capacity of District Leaders. Further, a comprehensive approach to developing teacher instructional leaders through Coaches Training ensued in September 2012.

#### **1.D.v District-Offered Training Events**

A chart of District-offered training events is included in the Attachments.

### **1.E. EXTERNAL PARTNER RECRUITMENT, SCREENING, AND MATCHING**

#### **1.E.i Mechanisms for Partner Selection and Evaluation**

It is the goal of the Purchasing Department to obtain the best value for goods and services for students, teachers, administration and staff. The Purchasing Department strives to secure goods and/or services of the right quality, in the right quantity, at the right price, from the right source, with delivery at the right time. The Department contributes to the success of the educational process. RCSD's Purchasing & Legal Departments established rigorous Request for Information, Request for Proposal, and contract processes to ensure standardization, compliance, & best value.

#### **1.E.ii Processes to Ensure Access to Effective and Timely Partner Support**

RCSD's Request for Information and Request for Proposal processes are used to recruit successful turnaround partners and support resources. Once partners are identified, the Legal Department has implemented a procedure to initiate the contract process in anticipation of a hopeful grant award. This process has been communicated to all staff members responsible for grant management, and training sessions have been held. RCSD's Executive Director of School Innovation and the school principal will work together to ensure that the partner selection for SIG grants aligns with school programming and initiate the Memorandum of Understanding process in order to have access to partner support by September 1, 2013.

The earlier application and notification dates of this SIG competition will support RCSD's timely completion of the procurement process.

#### **1.E.iii Roles of the District and Principal in Partner Selection and Evaluation**

The District and school principal have a unique opportunity for selecting partnerships. Prior to picking a partner, a comprehensive analysis is done to determine both the District and specific school needs. Currently, the District is fully committed to implementing NYSED's Regents Reform Agenda. This has helped the district streamline its priorities and look at effective partnerships that can assist with the execution of this initiative. At the school level, a Diagnostic Tool review or previous JIT, ESCA or SQR will identify the needs of a particular building and highlight statements of practice that need targeted interventions. After consideration of the review and/or needed interventions, characteristics of collaborative partnerships emerge.

RCSD will seek out collaborative partnerships through the "Request for Proposal" process that have a strong structure for organizing, planning, and implementing shared ideas. A key part of any partnership focuses strongly on the mechanism for designing comprehensive strategies. The process of building a collaborative partnership is multidimensional and involves:

- Recognizing opportunities for change;
- Mobilizing people and resources to create changes;  
 Developing a vision of long-term change;  
 Seeking support and involvement from diverse and non-traditional partners;  
 Building trust among collaborators; and  
 Developing learning opportunities for partners.

Although this effort takes time and requires careful attention, it is essential to creating strong, viable partnerships that produce lasting change. The District is committed through a detailed contract process to confirm the partnerships chosen will be ready at the time of the grant release. Once selected, a great deal of effort is exhausted in evaluating the partner. The Grant Monitor (the Executive Director of School Innovation for Wilson HS’s proposed SIG grant) will work directly with the partner to hold each partner accountable for following through with the Memorandum of Understanding and ensuring deliverables were completed in a timely manner. In addition, the selected partners and the District will meet quarterly to look at the performance targets set and monitor and adjust based on the outcomes. To guarantee success of Wilson’s transformational plan, the District will hire an Outside Education Educator (OEE) who will provide the needed technical assistance and assist with building the school’s capacity for dramatic change. The OEE assists in the evaluation process of the school and partnerships, ensuring that partners are effective and that the school is making progress based on the *Diagnostic Tool for School and District Effectiveness*.

**1.F. ENROLLMENT AND RETENTION POLICES, PRACTICES, AND STRATEGIES**

**1.F.i Comparison of Enrollment of Students In Need**

Wilson HS serves 1,004 students and is the only District school to offer International Baccalaureate (IB) courses. The School offers IB Diploma Programme (approximately 20 % of students), IB Certificate classes, and IB Middle Years Programme. Nearly 20% of Wilson students are designated as Students With Disabilities (SWD), compared to the 17% District average. This is primarily due to grade retention. The annual District placement rate of SWD students at Wilson High School is approximately 15%.

Student achievement data for Wilson HS reported in the 2010-2011 NYS Report Cards are compared to District-wide data in Table 2.

Student Achievement (2010-2011 NYS Report Card)	All Students		SWD		Econ. Dis.	
	Wilson HS	RCSD	Wilson HS	RCSD	Wilson HS	RCSD
Graduation Rate	61%	49%	19.8	17.4%	63%	81%
Secondary-Level ELA	76%	58%	24	24%	73	56%
Secondary-Level Math	36%	40%	16%	15%	34%	38%

\*Reported as percentage of students achieving proficiency (i.e., scoring a 3 or 4)

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for Wilson is 74% and, therefore, Wilson HS did not meet this goal. The aspirational goal does not impact accountability.

**1.F.ii District Policies to Ensure Students In Need have Access to Quality Programs**

RCSD offers students an innovative portfolio of high-quality school options and continually works to improve the quality of all schools. RCSD students, inclusive of ELL, SWD, and students performing below grade level, are invited to participate in the District's schools of choice selection application process for Kindergarten, Grade 7, and Grade 9. All schools are open for selection. Students in all other grades can submit a school transfer application if desired. Students With Disabilities, ESL and bilingual students are placed in their first choice schools first in the lottery as long as programs are available.

In late December, the District mails application booklets to families of students in sixth and eighth grade. This booklet describes each secondary school, including the school's unique features. A Secondary School Expo is hosted by the District in early January, and school staff are present to provide families with general information and answer questions. Families must submit an application form that identifies the student's top three school choices by January 31<sup>st</sup>. Student placement is completed using a computerized lottery system. Students are placed in their first choice school whenever possible.

In regard to placement, a student with a disability will be provided with appropriate special education in accordance with Individual Educational Plan (IEP). Students with disabilities will be provided special education in the least restrictive environment, as defined in Part 200 of the NYSED regulations. To enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate, specially designed instruction and supplementary services may be provided in the regular class, including, as appropriate, providing related services, resource room programs and special class programs within the general education classroom. A student with a disability shall be provided the special education specified on the student's IEP to be necessary to meet the student's unique needs. Students with disabilities should have equal access to all aspects of the RCSD curriculum. The services, supports, and modifications must be designed, implemented, and progress monitored to ensure maximum educational benefit.

In regard to the placement of ELL students, new provisions have been put into place for 2013-2014 to address the buildings that are disproportionate or highly mobile populations. First, a standardized schedule with built in supports for all students is standard. For any SWD or ELL student not at a level of proficiency, the schedule allows for flexible periods that will permit double blocks of ELA and Math if students require ramp up protocols.

A similar process is used to place kindergarten students. Immediate placement is made for kindergarteners who have older siblings in a school, live within one-half mile of their first choice school, wish to attend their "home school."

### **1.F.iii Strategies to Ensure Priority Schools Do Not Receive More Students In Need**

As described above, RCSD allows student selection for placement in District schools. All schools have a percentage of programming reserved for ELL and SWD students. These programs and the number of seats in each one are identified by the Department of Teaching and Learning to ensure both student and school support as designated by the master plan of equalizing services and school opportunities. The Departments of Specialized Services and English Language Learners projects programs for school and student level support offering a variety of options for schools and students. The District maintains not more than 15% of incoming 9<sup>th</sup> graders as Students with Disabilities. Hence, Wilson's challenge is to provide supports to progress Students with Disabilities to graduation.

## **1.G. DISTRICT-LEVEL LABOR AND MANAGEMENT CONSULTATION AND COLLABORATION**

### **1.G.i Steps to Develop the District- and School-Level Implementation Plans**

The process of informing Joseph C. Wilson Magnet High School of their designation as a priority school began in late June of 2012. The former Chief of School, Deasure A. Matthew, contacted the principal and indicated that Wilson may be designated as a Priority school. In an attempt to be proactive the principal asked for clarification of the designation, downloaded related information from NYSED's website and reviewed the new accountability and designations for schools. The school's leadership was informed that the school had not made APY for any of the school's subgroups during the 2010-2011 school year; for the 2010-2011, Wilson's NYS Report the school's academic results reveal a PI of 166 in Mathematics, 157 in ELA and a graduation rate of 68%. The data for the school is shared with parents, faculty and staff throughout the school year.

In August a welcome back event that outlines academic progress and areas in need of improvement is held. A student and parent orientation is also held in August for incoming and new to Wilson students and parents. A Town Hall meeting is held annually to review school data, updates, policy changes, opportunities. A review of school data and student data is an integral part of the school's culture. Data is discussed, reviewed and shared during faculty meetings, common planning periods, included in the principal's report to the PTSO and a standing agenda item on the monthly SBPT agenda.

The decision was made at the District to move forward with the Transformation Model. The principal was informed on December 2012 that the district would support expansion of the IB Programme moving the school from a school with an IB program to an IB World school with the capacity to provide all students with access and equity to IB courses. On December 11, 2012, the Executive Director of School Innovation informed the principal of the RCSD's decision to apply for the SIG grant.

The principal, teachers and administrators collaborated for a month identifying aligning the needs of students and components in the CSEP to craft a SIG plan that would provide teachers, students and administration with the skills, tools and time to improve student achievement. The district level leadership met with Wilson's faculty, staff and administration, discussing how the work they have done around brainstorming the needed characteristics of the transformation model should be seen in the school Comprehensive Education Plan and linked with the *Diagnostic Tool for School and District Effectiveness*.

The Principal has held the required amount of School-Based Planning Team meetings and has worked collaboratively with her staff to keep them apprised of the application for SIG funding being released. Beginning in December, a focus on preparing students for career and college readiness, Expanded Learning and targeted professional development became an essential component of the Wilson SIG application.

In January, the school's RTA union leaders, the principal, leadership representatives, several teachers, the Deputy Superintendent for Teaching and Learning, the Superintendent and the Executive Director of School Innovation worked through the SIG applications and its' ability to improve the results for students.

### **1.G.ii Consultation and Collaboration Form**

The signed Consultation and Collaboration Form is included with this application.

## **II. SCHOOL-LEVEL PLAN – TURNAROUND, RESTART, TRANSFORMATION**

### **2.A. SCHOOL OVERVIEW**

Joseph C. Wilson High School has a history of excellence that dates back many years. It has been ranked by U. S. News & World Report magazine as one of the top high schools in the nation, often

in the top fifty. In 2005-2006 it was ranked twenty-fourth. The last five years has brought a great deal of change to Wilson. This change was initiated to increase student enrollment opportunities at the popular school. The changes have been dynamic and each year there are challenges and adjustments in structures, organization, curriculum and personnel.

In 2005-2006, the Rochester City School District closed James Madison Middle School [grades 6-8], cited by NYSED for low student achievement and opened Wilson Magnet Foundation Academy [grades 7-9]. Joseph C. Wilson High School was reorganized into grades 10-12. Both schools [different sites] shared the same BEDS code and one principal was responsible for both schools.

Between 2006-2008, Wilson Commencement High School transitioned from a district-wide magnet school, accepting students by lottery from over 1,400 applications to accepting students (over the past 4 years) from a feeder school. A change in climate and student achievement in the high school building emerged.

- Suspension numbers grew from 329 to over 1,400 during the first year of this expansion.
- The number of behavior referrals grew.
- Attendance dropped from 93.1% to 90.5% during the same respective years.
- Student performance in ELA decreased

In 2009-2010, RCSD was granted permission to separate the two Wilsons and a new BEDS code was assigned to Wilson 'Foundation'. RCSD appointed a principal to each school. Wilson Magnet High School is now in Restructuring One phase and is cited in the area of ELA for all and economically disadvantaged students. Comprehensive Education Plan [CEP] was written and submitted by the School Leadership Team identifying goals and improvement strategies .

### **2.A.i Vision, Mission, and Goals of SIG Plan**

Mission: The Wilson Community of students, parents and faculty are committed to a rigorous academic program that ensures our graduates are prepared to participate fully and confidently in their college and career choices. We are committed to creating an environment that promotes academic excellence, fosters an active appreciation of multiculturalism, and develops each student's sense of personal responsibility.

We ensure that every student is both known and nurtured, has a firm sense of his or her capabilities, and is convinced that a positive future is possible through determined effort. We envision Wilson Magnet High School to be a place where we are intellectually challenged, emotionally enriched, and supported in such a fundamental way that we become more fully human and true contributors in the broader community.

Vision: The Vision of the transformed IB World School is to offer all students two IB Programmes and certificate courses with fidelity.

#### IBO's Vision:

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring people who help to create a better and more peaceful world through intercultural understanding and respect.

**Goal 1)** Implement a whole-school change model to transform Joseph C. Wilson Magnet High School from a school with an IB program to a full IB World School that promotes access and equity for all students with the academic rigor and vigor to prepare all students to succeed in a global society by Year Three.

**Goal 2)** Expand learning time and learning opportunities by restructuring the school day and adding 200 student contact hours to increase student achievement.

SCHOOL NAME: **Wilson Commencement**

Attachment B

School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	School	NYS State Average	District Average	Baseline Data	Target for 2013-2014	Target for 2014-2015	Target for 2015-16
<b>I. Leading Indicators</b>							
a. Number of minutes in the school year	71,090		73,320		73,520	73,520	73,520
b. Student participation in State ELA assessment	2.0%		15.0%		50.0%	70.0%	95.0%
c. Student participation in State Math assessment	22.0%		22.0%		50.0%	70.0%	95.0%
d. Drop-out rate	9.6%		4.7%		8.0%	7.0%	6.0%
e. Student average daily attendance	84.7%		85.0%		86.7%	88.7%	90.7%
f. Student completion of advanced coursework	119		44		125	131	138
g. Suspension rate	Corrective	Action	See	Attach ment	Corrective	Action	See
h. Number of discipline referrals	Corrective	Action	See	Attach ment	Corrective	Action	See
i. Truancy rate	Corrective	Action	See	Attach ment	Corrective	Action	See
j. Teacher attendance rate	94.5%		93.14%		95.5%	96.5%	97.5%
k. Teachers rated as "effective" and "highly effective"	NA		82.55%		NA	NA	NA
l. Hours of professional development to improve teacher performance	1,045		1,451		1,097	1,152	1,210
m. Hours of professional development to improve leadership and governance	88		99		104	109	116
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	0		85		89	94	98
<b>II. Academic Indicators</b>							
o. ELA performance index	157		145		160	170	180
p. Math performance index	166		148		170	175	180
q. Student scoring "proficient" or higher on ELA assessment	17%		6%		65%	75%	85%
r. Students scoring "proficient" or higher on Math assessment	.3%		1%		65%	75%	85%
s. Average SAT score	1,289		1,179		1,300	1,350	1,400
t. Students taking PSAT	372		104**		200	250	320
u. Students receiving Regents diploma with advanced designation	28%		11.1		35%	40%	50%
v. High school graduation rate	61%		49%		68.0%	75.0%	80.0%
w. Ninth graders being retained	38.9%		29.2%		15.0%	13.0%	10.0%
x. High school graduates accepted into two or four year colleges	74%		83%		79%	87%	93%

\*N. Professional Development funding was removed in the 2011-12 school year, but reinstated plus TIF funding in 2012-13.

\*\*T. District total 2,732 Freshmen, Sophomores and Juniors

**Goal 3)** Develop a comprehensive professional development program for teachers that emphasizes Common Core curriculum, authorized IB training, and data- driven instructional strategies in order to meet the NYS Regents Reform Agenda goals by Year Three.

**2.A.ii Research-Based Design Elements and Strategies of Plan Implementation**

Joseph C. Wilson Magnet High School (9-12) established a partnership and was approved as candidate schools to implement the Middle Years Programme of IB in the Spring of 2010. The school is waiting notification of full authorization, anticipated, January 2013. The transformed school will be a full IB World School offering all two IB Programmes, MYP and DP. The expanded IB course offerings will provide all students an opportunity to be enrolled in IB Higher level or Standard level courses preparing them for NYS Regents, IB and/or Collegeboard AP examinations ensuring college and career readiness upon completion of their academic program. For example: HL1 IB English or SL1 IB English preparing students to sit for the ELA Regents and AP Language exams and in the senior year all students will take either HL2 IB English or SL2 IB English preparing them to sit for the AP Literature and IB Exam.

Berkey (1994) conducted research to address two perceived problems associated with implementation of the IB Diploma Programme in North America: high turnover of schools and a low proportion of students completing the full IB Diploma Programme. The purpose of the study was to investigate three variables identified by IB North America and Caribbean (IBNA) as critical to sustaining the IB Diploma Programme and increasing the number of students who complete the full IB Diploma Programme. These variables comprised curricular adaptability, adequate resources and broad support. Berkey conducted a survey among IB coordinators in North American schools. Results of the study identified several factors that contribute to the success of the IB Diploma Programme. These included the pre-IB curriculum, articulation adjustments, adequate release time for the IB coordinator, investment in staff development, and broad support from administration, parents, community, staff, and interested students.

**2.B. ASSESSING THE NEEDS OF THE SCHOOL SYSTEMS, STRUCTURES, POLICIES, AND STUDENTS**

**2. B.i School-Level Baseline Data and Target-Setting Chart**

The School-Level Baseline Data and Target-Setting Chart is attached with this application.

**2. B.ii Student Population Served**

Wilson Commencement Academy poverty rate is somewhat lower than the District’s overall rate (72.7% versus 86.4%). The School’s *Students with Disabilities* rate is higher than the District (19.8% - one student in five, versus 17.3%), and their ELL population is proportionately lower, 3.1% versus 10.8%.

	<u>ELA</u> <u>3+4</u>	<u>Math</u> <u>3+4</u>	<u>PI</u> <u>ELA</u>	<u>PI</u> <u>Mth</u>	<u>Poverty</u>	<u>SWD</u>	<u>ELL</u>
RCSD	20.9%	27.6%	91.1	101.3	86.4%	17.3%	10.8%
Wilson Magnet -	-	-	-	-	72.7%	19.8%	3.1%

For the 2012-2013 school year Wilson Magnet High School has 19.8 % SWD (194 students); 58% of which are in self-contained classrooms. The District average is 17.3% SWD or 5,248 students. Hence, Wilson Magnet High school has 2.5% more students with disabilities than the average District school.

**2. B.iii Systemic School Review to Determine Existing Capacity, Strengths, and Needs**

The Joseph C. Wilson Magnet High School was cited as a Priority School by the New York State Department of Education. The school was reviewed by New York State Department of Education in May 17-20, 2010 through a *Differentiated Accountability – NYSED/NYSCDOE JOINT INTERVENTION TEAM (JIT) REVIEW PROCESS*. At that time the school was cited as Restructuring Year 1 for All Students Secondary ELA.

The NYS JIT reviewed areas of Curriculum, Teaching and Learning, School Leadership, Infrastructure for School Success, Collection, Analysis and Utilization of Data, Professional Development, and District Support. The JIT indicators were 1 = No evidence of implementation; 2 = Evidence of some implementation; 3 = Evidence of substantial implementation; 4 = Evidence of full implementation.

**2. B.iv Results of the Systemic School Review**

The two goals/strategies of focus in the school’s CEP were:

- Early identification and comprehensive evaluation of students’ needs in ELA. The analysis of building level, district and New York State assessment data will drive the creation of effective AIS to support struggling students and increase the academic achievement of students for whom success in ELA has not historically been the case.
- Horizontal alignment of writing tasks and skill building across the content areas. Interdisciplinary Professional Development with English Department, AIS teachers, and elective subjects.

During the visit there were many recognized improvements; the following areas stood out:

- The ELA department and the Academy Director responsible for ELA have rallied together in response to the accountability citation; including the aligning and implementation of curriculum, joint scoring of Regents and school-wide common assessments, and use of MDOLC (Comp Regents rubric) in classroom instruction.
- A system for monitoring student growth for all students in ELA/Writing classes has been developed and implemented (i.e., portfolios/binders).
- The school has been approved as a MYP site for 2010-11 and all 9<sup>th</sup>/10<sup>th</sup> grade teachers will be sent to training, as well as, given time to plan as departments during the year.
- An Attendance Office was created and implemented as indicated in Wilson’s CEP. It has improved communication between home and school. The majority of parents responding to the survey viewed the home/school connection as positive.
- 90% of the parents described Wilson as having a safe, welcoming, and student-centered environment.

<b>Curriculum Findings</b>	<b>Recommendations</b>
<ul style="list-style-type: none"> <li>▪ Observed teachers use NYS learning standards in their planning.</li> <li>▪ Springboard (district wide core ELA curriculum resource) is used consistently throughout the ELA department for Regents level courses</li> <li>▪ Little evidence to validate embedded literacy instruction across the content areas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Core content departments should work collaboratively to mirror the work of the ELA department in developing common assessments. Cross curricular departments should work collaboratively with ELA department to solidify school-wide content area literacy strategies to be reinforced throughout all content area courses.</li> </ul>

In the SIG project, Wilson staff will:

- Post the NYS Standards and use them to plan and implement instruction. Use common planning time for collaboration across grade levels and content areas. Review lesson plans to ensure implementation.
- Use the District curricula consistently in all classrooms and subject areas for planning to increase the rigor of teaching and learning.

<b>Teaching and Learning Findings</b>	<b>Recommendations</b>
<ul style="list-style-type: none"> <li>▪ ELA department has developed shared scoring procedures as related to the NYS rubric.</li> <li>▪ Lessons appeared to be aligned with NYS standards in core content areas.</li> <li>▪ Observed teachers used a variety of instructional resources, including technology integration, multi-media presentations, visuals, graphic organizers.</li> <li>▪ Transitions to classes appeared smooth and seamless.</li> <li>▪ Student work is displayed in most ELA classes; rubrics were evident</li> <li>▪ While teachers plan for NYS standards, special education students and struggling students inconsistently demonstrate an understanding of the goal and/or the context of the lesson’s objective with the overall course goals.</li> <li>▪ Co-teaching strategies are inconsistently implemented.</li> <li>▪ Workshops on differentiated instructions have been provided to all staff, yet strategies have not transferred to the classroom. Teachers do group for whole and small group instruction; however, content and materials are not differentiated.</li> <li>▪ Students in IB and Honors courses reported high levels of active engagement in meaningful instructional activities; however, observations in Regents level and inclusion classes indicated varying levels of student-centered activities with high levels of teacher redirection of off-task behaviors.</li> <li>▪ Higher order thinking and problem-solving skills are not evident in all levels of classes. Regents classes observed focus instruction on coverage of content v. analysis and synthesis.</li> <li>▪ Except for IB, there is no uniform grading policy. Interviews with students and staff revealed inconsistent expectations and standards for grading.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Format lessons to include explicit reference to the learning goals, similar to the process for IB courses.</li> <li>▪ Develop appropriate rigorous strategies (i.e., debate, group projects, oral presentation) and activities, possibly modeled after IB, for use with ALL students.</li> <li>▪ Identify guidelines for grading and consistent expectations across all levels and courses. Vertical and horizontal alignment of curricula should extend to assessment practices, including grading.</li> </ul>

For this SIG project, Wilson staff will:

- Implement research-based strategies for the differentiation of instructional process, product, and content across all classrooms to assure that teachers plan and implement lessons that meet student needs.
- Engage students in authentic learning to increase in-class opportunities for students to construct their own knowledge.
- Develop a process to integrate critical reading and writing strategies. Increase sustained reading in academic content that includes systems for the teaching of academic vocabulary within content areas. Minimize the use of worksheets as the main product of student output.
- Focus on creating lesson plans, unit plans, and teacher questioning that builds concepts through the application of higher order thinking skills such as analyzing, evaluating, and creating (Bloom’s Taxonomy).

- Use the Common Core Standards for literacy in science and social studies to serve as the basis for team teaching and co-planning. Use the professional development (PD) blocks to enable teachers engaged in co-teaching to observe other co-teaching models within the building and to align their respective curricula to define common concepts, as well as interdisciplinary literacy skills.
- Post student work, rubrics, teacher feedback so students can reflect on and revise their own work.

<b>School Leadership Findings</b>	<b>Recommendations</b>
<ul style="list-style-type: none"> <li>▪ School leadership is effective in all of the leadership indicators</li> <li>▪ School leadership is facing a number of challenges, including growth in enrollment, grade reconfiguration, high number of teacher leaders retiring, additional new staff including registrar, significant increase in SWD percentage, greater diversity of student population (including ELLs).</li> <li>▪ The challenges have been acknowledged and the principal has begun preliminary planning with members of the leadership team.</li> <li>▪ With the lost of team members and change in roles of some administrators, roles and responsibilities will need to be reorganized.</li> <li>▪ Common planning time (CEP goal) has not been implemented due to schedule limitations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Plan to implement a support structure for its new incoming ninth graders. [See Infrastructure for Student Success].</li> <li>▪ Develop new roles and responsibilities for administrators and teachers leaders in keeping with new grade configuration, structures and student needs.</li> <li>▪ Develop master schedule that allows for common planning time for instructional teams &amp; embeds AIS opportunities for at risk students during the day.</li> </ul>

For the SIG Project, Wilson staff will:

- Set an expectation that lesson plans be completed weekly and available for review by an administrator before they are used. Administrators should monitor the implementation of these plans and ensure that they are based on the NYS Standards and the District curriculum.
- Provide timely communication to parents regarding academic performance and completion of homework between marking periods. Work to improve parent involvement.

<b>Infrastructure for Student Success Findings</b>	<b>Recommendations</b>
<ul style="list-style-type: none"> <li>▪ Saturday and extended day programs provide essential academic intervention programs for at-risk students.</li> <li>▪ Expansion of Hillside Work Scholarship Connection and increase in number of advocates provides additional support for students.</li> <li>▪ Current master schedule does not allow sufficient time and opportunities for intervention and remediation within the school day.</li> <li>▪ Incoming ninth graders will include over-age, under-credited students and increase in SWDs.</li> <li>▪ School counselors would like closer ties with Hillside Work Scholarship Connection (HWSC) advocates.</li> <li>▪ School counselors stated that most seniors who do not graduate fail to do so because of core requirements, such as ELA.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Given the increase in at risk students for 2010-11, AIS course offerings must be increased during the school day.</li> <li>▪ Develop a plan for support services for the incoming students, including AIS, school counselors, student support, and online credit recovery,</li> <li>▪ Provide access for HWSC advocates to district e-mail and include advocates in school meetings and communications.</li> </ul>

In the SIG project, Wilson staff will:

- Change the practice of grouping students homogeneously for the entire day. Provide differentiated instruction to eliminate the need to group students homogeneously, with flexible grouping for ELA and mathematics.
- Plan and implement researched-based strategies for meeting the needs of all students, such as extending the school day to accommodate students who need to earn more than four credits per semester to get back on track to graduation.
- Distribute technology and other resources equitably for grades 7 through 12 to support student learning at every grade level.
- Improve first instruction for students based on researched- based strategies in order to create a foundation for student success that should result in improving graduation rates. Provide additional AIS for all students scoring at Levels 1 and 2 on NYS assessments, as well as students identified by teachers as at-risk of not meeting State Standards.
- Expand the number of student supports, such as the *Hillside Work Scholarship Program* that works to keep students in school by providing student mentoring, tutoring, goal setting and counseling, in addition to providing school-to-work and school-to-college connections.

Collection, Analysis, and Utilization of Data Findings	Recommendations
<ul style="list-style-type: none"> <li>▪ Key school leaders analyze, disaggregate, and disseminate data for instructional decisions and school improvement, at the school, classroom, and individual student level.</li> <li>▪ District/ school level attendance data does not reflect the at risk student attendance problem observed; 50-60% attendance in ELA classes and confirmed by teachers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ School level disaggregated student attendance data should be reported for use in strategic planning for comprehensive attendance and student engagement interventions.</li> </ul>

In the SIG project, Wilson staff will:

- Use formative assessments during the year that are similar in rigor and format to State assessments. Use these assessment results to inform instruction.
- Use formative and informal assessments for progress monitoring to inform differentiated instruction.
- Include social studies and science teachers when sharing AYP and benchmark data to build capacity for increased student achievement across academic grade-level teams.
- Expand the use of students accessing their own progress data and monitoring their personal learning goals.

Professional Development Findings	Recommendations
<ul style="list-style-type: none"> <li>▪ A substantial number of new teachers [11] will be added to staff due to the addition of a ninth grade level.</li> <li>▪ Teachers reported that school-based PD for school improvement was more relevant and effective than district-wide PD.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Every effort should be made to provide common planning time for teaching teams .</li> <li>▪ Embedded professional development and coaching related to co-teaching should be a focus for all teams.</li> <li>▪ Continue professional development of teachers on differentiated instruction with in-class coaching and focused monitoring of implementation.</li> </ul>

In the SIG project, Wilson staff will:

- Increase staff participation for IB external PD opportunities, including District and BOCES provided PD offerings that are sustained and provide follow-up. The application of acquired strategies should be monitored for implementation by administrative walkthroughs, with timely feedback to teachers regarding the implementation of newly acquired strategies.

- Identify an area for improvement within the revised SCEP plan and form collegial circles to address the SCEP action plan using the embedded PD time. Research, plan and implement effective student supports for improving graduation rates, and include these in the SCEP plan.

District Support Findings	Recommendations
<ul style="list-style-type: none"> <li>▪ 28% enrollment increase with increase in SWD ratio will require substantial instructional and student support resources.</li> <li>▪ Substantial increase in over-age, under-credited students anticipated in 2010-11.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Additional staff positions and realignment of current staffing are needed to support a full AIS program during the school day.</li> <li>▪ Resources for Saturday, extended day, and attendance interventions should be adjusted in keeping with addition of new students.</li> </ul>

In the SIG project, Wilson staff will:

- Work with the school to equip as many classrooms as possible with up-to-date technology.
- Support the school in implementing the Joint Intervention Team (JIT) recommendations. Develop and implement a new plan that could include significant changes in staff, organizational structure, leadership and/or configuration, to address issues that continue to negatively impact student academic performance in identified areas.

### **JIT Summary**

In 2010-2011, a reconfiguration plan will be implemented. Wilson Commencement will add a ninth grade component changing it from a 10-12 high school to a 9-12 high school and placing students under one BEDS code for all years of high school accountability. Progress has been made on Wilson's present CEP plan, however with the addition of ninth grade in the coming year and the other named factors, it is important to modify their present plan to include the JIT recommendations for each indicator. Results: *The school has made some progress in identified areas, and may make AYP with further modification to the Restructuring Plan. Continue implementation of the current Restructuring Plan with modifications recommended as a result of the review.*

### **2. B.v Prioritization of Identified Needs in Implementation of the SIG Plan**

The leadership team at Joseph C. Wilson Magnet High School, in collaboration with its School-based Planning Team and South Zone School Chief, has reviewed its' most recent JIT Report and developed a comprehensive SCEP plan to address student achievement deficiencies. In accordance with the NYS Regents Reform Agenda, the Common Core implementation, APPR implementation, and the District's new Core Instructional Plan, the School has identified the following priority needs for SIG Plan implementation:

- High quality professional development for teachers in IB content and literacy strategies;
- High quality professional development for paraprofessionals and teaching assistants to ensure effective co-teaching with content area teachers within the classroom to improve instruction for our students with disabilities was a clear and urgent need.
- Targeted professional development and adequate time for the school counseling team to development, monitor and share four year student plans, provide meaningful, timely communication to parents and students and ensure their understanding and access to the rigorous course offerings at the school.

- The need to extend the day for struggling students to strengthen their core subject knowledge; Improve access to rigorous IB curriculum, support Students with Disabilities in literacy and social and emotional concerns were identified as a priority for this school by its' stakeholders.

## **2.C. SCHOOL MODEL AND RATIONALE**

### **2.C.i Rational for the Selection of the Transformation Model**

The Transformation Model was chosen for Joseph C. Wilson Magnet High School based on the need for the least disruptive change for all – it will allow RCSD to increase a quality program and give students the support they were asking for in regard to the IB program. The model selection included informing the union prior to the roll out and informing the Principals. The South Zone School Chief was assigned to ensure communication was established and the process went smoothly. The selected model builds on the school's successes and provides the best environment to meet college and career readiness standards.

Wilson strives to provide greater access to our long-standing, well-respected Diploma Programme. Wilson's IB Diploma Programme, the first in Monroe County, has provided more than 650 students with an IB education. Wilson's NYS graduation rate for full Diploma Programme testing candidates has held at 100% for the past 12 years. Overall, nearly 30% of all Wilson Magnet IB students earn an IB Diploma. Current research confirms that students who are exposed to an IB curriculum perform better on State assessments, boast higher GPAs, and are far more likely to attend 4-year colleges or universities. Furthermore, students who attend college have a higher completion rate than non-IB counterparts. Education Policy Improvement Center (EPIC) conducted research in 2012, and found that "IB students have the knowledge and skills for success during their first year of university study" ([www.ibo.org](http://www.ibo.org)).

Research conducted by EPIC provides detailed evidence regarding the numerous benefits of enrollment in Diploma Programme courses. According to a current publication provided by IBO, "recent studies on the IB Diploma Programme graduates in university confirm that they perform well and have significantly higher GPAs and higher graduation rates than student who did not complete the IB Diploma Programme."

Research shows that IB can positively impact student achievement and engagement for minority students – an area of citation for Wilson Magnet.

*Kugler and Albright (2005) discuss how the IB Diploma Programme was introduced into a public high school in Virginia (USA) as a means of addressing the educational needs of its ethnically diverse and multicultural student body. This involved increasing inclusion by encouraging greater enrollment from "minority cultures" in high school classes, and it was achieved by changing policy "from the 'gifted and talented' model that admitted students mainly on the basis of their performance in standardized tests to an 'honors' approach that focused on students' motivation and performance in class" (Kugler and Albright 2005: 43).*

*The policy meant rejecting a model that runs "a diploma-only program as a school-within-a-school" (Kugler and Albright 2005: 43). By reference to a variety of case studies, the authors illustrate how teachers "seek out bright students who may not even know their own capabilities" (2005: 44), with the outcome that "significantly more minority students now take the most rigorous classes" at the school. Kugler and Albright report that "African American students' participation in 11th and 12th grade IB classes has doubled in the last three years (to 50 students), and Latino students' participation has tripled (to 51 students). Eighteen percent of students in IB classes qualify for free or reduced-price lunch" (2005: 44).*

*In order to address the needs of these excluded categories of students, Burris et al (2007) advocate the introduction of elements into the curriculum in US grades 9 and 10 that prepare students for the*

*IB Diploma Programme. "Building on this successful 9th grade reform, the high school's English and social studies teachers transformed the 10th grade English and social studies curriculums into pre-IB curriculums for heterogeneous classes. In 10th grade English classes, teachers used the IB 'Commentary' (a detailed, coherent literary interpretation of a brief passage). Social studies teachers integrated the beginnings of the IB 'Historical Investigation' (an annotated bibliography based on a student-generated research question). Writing portfolios and individual conferences became essential practices in English and social studies. Tenth grade English language arts support classes helped struggling students with the content all students were learning in English classes." (Burriss et al 2007)*

According to data from National Student Clearinghouse, "students who receive the IB diploma are 38% more likely to graduate from university with a degree than other students in higher education institutions." Additionally, the data shows that 88% of students receiving the IB diploma graduate with a bachelor's degree within six years, as opposed to 58% of all non-IB students nationwide. The report publishing this data also states, "The strong performance of IB diploma students in university is consistent for all IB students regardless of whether they attended state or private schools or the socio-economic status of the student."

Greater academic achievement is not the only benefit of an IB education. In addition to superior academic performance, IB students also demonstrate higher levels of academic engagement and higher levels of social engagement. According to IBO, "The High School survey of Student Engagement (HSSSE), by Indiana University's Center for Evaluation and Education Policy recently surveyed some 40,000 high school students across three broad dimensions of student engagement: academic, social/behavioral and emotional." According to the survey results, IB students "showed significantly higher levels of academic engagement compared to students within the same school and to those in the larger survey population."

Dr. Kendra Ishop, Vice Provost and Director of Admissions at the University of Texas, states, "We're looking for students who are engagers—students who are maximizing opportunities in and out of the classroom. What's very unique about IB is that throughout its curriculum it allows students to be able to satisfy the requirements of the types of students that we're looking for." On September 11, 2012, the University of Rochester announced the adoption of a new 'Test-Flexible' Admissions Policy. "The University of Rochester has announced that it will no longer require all undergraduate applicants to submit either the SAT or ACT, but they will still have to submit some test. Others that might be used include the SAT subject exams, Advanced Placement tests or International Baccalaureate tests. Jonathan Burdick, dean of admissions and financial aid, said: "Many prospective students 'test well' on general standardized exams, and bring that ability to campus, while some are best at mastering specific material in subjects that interest them most, and bring that diligence and focus. Both kinds of students can thrive at Rochester, and both will do best when they find each other here and develop many ways to collaborate and challenge each other."

**Wilson's formal plan to offer the IB Diploma Program curriculum includes:**

1. Offer two IB DP courses to ALL general and inclusion students in the 2014-1015 school year. Courses offered include:
  - i. IB English Literature- all students would be enrolled in this two-year course. The course would be offered at HL to all grade 11 students. Students with IEPs would take the course at HL, with the option to switch to SL at the end of grade 11. Students would take the ELA Regents in January, and performance on the exam would determine whether a student is enrolled in SL or HL for the remaining 18 months. Three sections of inclusion co-taught DP English Literature would be offered.

- ii. IB Mathematical Studies- all students would be enrolled in this two-year course. The course would be offered at SL to all grade 11 students. . Students would take the Algebra 2 Regents in January, and performance on the exam would determine whether a student is enrolled in SL Mathematical Studies or SL Mathematics for the remaining 18 months. Three sections of inclusion co-taught DP Mathematical Studies would be offered.

\*These courses will be offered to all level appropriate students. Students attempting to “re-take” the course to recover missing credits will enroll in traditional ELA and Math courses, with appropriate AIS support.

### **2.C.ii Process by Which the Model Was Chosen**

District administrative staff determined the model chosen. School staff, leadership, teachers and SBPT and School Chief were engaged in the design and decision-making process for plan development. School-based design members met daily via phone, email and in person to develop a practical, yet effective plan to expand IB and provide targeted services to struggling students. In addition the need for staff development was highlighted and ample professional development has been proposed.

## **2.D. SCHOOL LEADERSHIP**

### **2.D.i Characteristics and Competencies of the School Principal**

Due to the fact that “major change” efforts only occur 30% of the time, the characteristics and competencies of the school principal are at the forefront of this design. First and foremost, the leader must be able to:

- Work collaboratively with all stakeholders in order to promote a distinctive vision for student well-being based on data and hold themselves accountable for all of the elements in the School Comprehensive Education Plan;
- Model excellence in the creation of the use of systems that is dynamic;
- Create and use robust systems and structures that afford students and teachers the ability to fully benefit from a thoughtful program that includes the use of extended time and is aligned to student achievement;
- Develop and implement an explicit and widely communicated system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and individualized teacher improvement plans;
- Conduct “check-ins” of other administrators who are supervising the sub-groups in accountability status to ensure a clear understanding of the next steps aligned to the SCEP plan are occurring and will lead to a positive year end evaluation rating; and.
- Identify leading indicators that can provide whether the school is on track or not, zealously monitor the indicators for signs of success or failure, and act on what the indicators reveal using data to target assistance or redirect focus areas.

Research suggests that successful turnaround leaders analyze a variety of data early on to develop detailed plans that explain to every actor what actions are needed, focusing first on steps to achieve early wins (Leading Indicators of School Turnarounds, Kowal & Ableidinger). In addition, a leader in Wilson HS has to think out of the box. The focus has to be on true transformation, not just day-to-day operational tasks. Systemic thinking has to occur in order to build an atmosphere that will improve instructional quality, teacher and leader effectiveness, and overall climate and culture.

### **2.D.ii Principal Identification and Biography**

Rochester City School District has identified **Pamela D. Rutland** as the principal to lead the transformation of Joseph C. Wilson Magnet High School. She has a proven track record as an urban educator, extensive training and knowledge of the IB programmes, experience as a central office administrator, K-8 principal as well as 9-12 secondary principal. She has earned the respect and support of the parents, students, faculty and staff establishing high expectations for the entire school's community of learners. Under her leadership, the school has reconfigured grade levels to a 9-12 high school, successfully been reauthorized to offer the prestigious Diploma Programme of IB, been approved as a Candidate school to offer the MYP of IB and anticipates the authorization and approval to implement the Middle Years Programme of IB by the end of this month.

Ms. Rutland's 24 year professional career has spanned that of classroom teacher, Assistant Principal, Supervisor of Administrative Services, Elementary Principal and Secondary Principal. She holds a BS in Mathematics, with an emphasis in Computer Science, A MS in Secondary Mathematics, and an SEA and CAS in Educational Administration. Her work as an effective Urban Educator in the Buffalo Public School District, earned her an invitation from the NYSED to serve as a member of the SURR review team for Philip Livingston Magnet School in the Albany School District November 2007.

Ms. Rutland served as founding principal of the Math, Science and Technology Preparatory School - *A College Board School*, for two years. Ms. Rutland's first principal appointment was as the principal of Community School #53 (appointed after the school was identified as a SURR school, it is currently a school in good standing and was recognized as one of the 100 most improved schools in mathematics the year after her appointment as its' principal. While serving as the Supervisor of Administrative Services for two years she oversaw the installation of MUNIS, the financial information system installed to address the Y2K compliance issues and was a Math and Computer Science teacher for 7 years in Buffalo Public Schools. Her educational experiences include administrative work in grades Pre-k to 12 and central office experience supervising the financial and administrative technology department (MIS). In addition she spent 4 years working at the University of Buffalo with the STEP Program.

Ms. Rutland attended Harvard University's National Institute for Principals in the summer of 2002, completed the College Board's Leadership Institute for Principals (2007-2008), was featured in WNET's Taking Charge 2 video series (2005-2006) highlighting the importance of parent involvement and its impact on student achievement and has been instrumental in working WNY universities and the private sector in the creation of partnerships to support schools.

During her tenure in Buffalo Public Schools, Ms. Rutland, was selected to be a member of the superintendent's think tank (*looking at district partnerships*), his Technology Task Force and represented secondary principals in the development of the district's Summer Extended Learning Opportunity Program.

#### **2.D.iv Job Descriptions and Duties**

Job descriptions for Principal, Assistant Principals, and IB implementation managers are attached.

#### **2.D.v Supporting Leadership at Wilson World School**

The Leadership Team will remain in place at Joseph C. Wilson Magnet High School. The leadership team has been instrumental in the implementation of the MYP and the reauthorization of DP. Each member has completed the certification for using APPR to observe and evaluate teachers. The team consists of 5 assistant principals, an athletic director and a Coordinating Administrator of Special Education. The Zone Chief will provide leadership and resources. The Chief will have wide latitude of independent judgment and decision, making and

assist in the formation of education policy and practice. The school chief will ensure that schools have adequate resources to ensure that the IB curriculum is implemented with fidelity. There will be structures and timelines built in throughout the implementation process. The Zone Chief will have biweekly meetings with the principal and IB coordinators, to ensure that time lines

## **2.E. INSTRUCTIONAL STAFF**

### **2.E.i School Staffing**

Wilson's instructional team and administrative team have received an extensive amount of training authorized by the IBO and to implement the Middle Year's Programme and the Diploma Programme. The professional development plan during the current year focusses on the implementation with fidelity of MYP and the alignment with the Common Core Curriculum. The school has experienced less than a 1% turnover in faculty, staff and administration over the past 4 years. All courses are taught by teachers who are highly qualified. The school's leadership seeks to staff vacancies with teachers who have a proven track record of academic success or teacher candidates who have successfully completed their student teaching in the building with a master teacher. To ensure that the mission and vision of the school is embraced and consistent with the expectations and requirements of providing all students with a world class international baccalaureate education, Wilson is exempt from the RCSD voluntary transfer process through an MOU with the superintendent of schools and the RTA (teacher's union). Annually Wilson posts, with an explicit job description for instructional vacancies which outlines: prof dev, common planning, parent feedback and special assessment feedback and mark reporting.

### **2.E.ii Key Instructional Staff**

#### ***Teachers at Wilson will embrace Expanded Learning:***

Expanded Learning is an integral component of the Wilson academic community and is an expectation of all educators that they embrace and support this component and need for our students. New school hours 7:10-3:15 (1 hour and 15 minutes Expanded Learning)

#### ***Teacher Expectations regarding Administrative Duty:***

All teachers would be expected to teach 5 instructional periods, **one full year administrative duty**, supported by existing MOU that requires teachers to take on full year administrative assignments to meet the needs of K-12 IB World School implementation. Assignments include but are not limited to the following:

- |                            |                                       |
|----------------------------|---------------------------------------|
| • CAS Advisors             | Personal Project Advisor              |
| • Extended Essay Advisor   | Community and Service Advisors        |
| • International Mindedness | International Activities              |
| • IB Virtual community     | Learner Profile (Character education) |
| • RTI                      | Regents Preparation                   |
| • College Seminar          | HSE (High School Experience)          |
| • Subject Area Coach       |                                       |

#### ***Teachers at Wilson are expected to embrace IB Philosophy:***

- |                                      |   |
|--------------------------------------|---|
| • Two report cards( District and IB) | Assessment policy                         |
| • Common units of study              | Required daily common plan time(embedded) |
| • Personal project mentor            | CAS mentor                                |
| • Extended Essay mentor              | Commitment to international activities    |
| • Peer coaching and observations     | Attend Literacy Training/ IB PD           |

- Prepare one interdisciplinary unit

### **2.E.iii Informing Staff of the School Redesign Model**

The Superintendent, Deputy Superintendent of Administration, Deputy Superintendent of Teaching and Learning, and Zone Chief held a meeting at the school on January 23 to inform staff of the transformation process and that their school will be a part of the process. An additional meeting will be scheduled for the community to inform them of the changes. The same group will deliver the message to the community. The school staff was informed of their priority status this past summer.

### **2.E.iv Process for Screening and Selecting New Staff**

All RCSD schools will be staffed centrally to the District's Core Instructional Program and the standardized schedule that supports the varying needs of all students. The Wilson principal will have the autonomy to make staffing decisions that support implementation of positions beyond those required for the Core Instructional Program and are unique to the school's SIG transformation plan. Additionally, the Wilson staff is exempt from the voluntary teacher transfer process, per a Rochester Teacher's Association (RTA) agreement. The purpose of this exemption is to enhance Wilson HS's ability to recruit new staff, provide stability, and support school change.

## **2.F. PARTNERSHIPS**

### **2.F.i Identification of Partner Organizations and Selection Rationale**

Wilson Magnet High School has identified the following Academic Partner:

#### **International Baccalaureate Organization**

The transformed school will offer a world class education, IB education for all students by offering Diploma Programme (DP), Middle Years Programme (MPY) or Certificates through the International Baccalaureate Organization. Teachers will have targeted professional development authorized by IBO to ensure implementation with fidelity.

The IBO will lead the school through reauthorization of the IB programs based on their schedule for reauthorization. The DP Programme, has been in existence at the school since 2001 was reauthorized in December of 2012 and the approval for authorization for MPY is anticipated this month. Assessments are graded externally by IBO for the Diploma Programme; Moderation will be used for assessments in grades 6-10 of the Middle Years Programme.

Wilson Magnet High School is also an active member of GIBS (Guild of International Baccalaureate Schools).

**The University of Rochester** will continue to work in partnership with the newly transformed IB World School. This partnership offers all students who earn the IB Diploma a four year scholarship to the U of R. In addition our students have access to the universities' library, including a personal library card, access their computer labs, science laboratories and their librarians conduct research seminars.

Wilson Magnet High School will conduct an RFP process to secure a institute of higher education as a literacy partner during the SIG plan. The literacy partner will develop: professional development, conducted on site at Wilson open to Wilson teachers; incorporate college students to assist with reading labs, and provide intense reading support for identified and at-risk students.

In addition the following community agencies provide services and support to Wilson students and families to sustain social/emotional efforts.

Attachment C  
 Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
International Baccalaureate	<ol style="list-style-type: none"> <li>1. IB World School since January 2000, All IB World Schools are required to participate in an ongoing process of review and development, using the same programme standards and practices.</li> <li>2. Preparing students to be active participants in a lifelong journey of learning.</li> <li>3. addresses students' academic, social and emotional well-being</li> <li>4. acquire breadth and depth of knowledge and understanding. studying courses from 6 subject groups</li> <li>5. encourages students to develop independence and to take responsibility for their own learning</li> <li>6. supports students' efforts to gain understanding of the world and to function comfortably within it</li> <li>7. six transdisciplinary themes, Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organize ourselves, Sharing the planet</li> </ol>	<ol style="list-style-type: none"> <li>1. Mrs Amanda Chitaphong, IB Coordinator 501 Genesee Street, Rochester, NY, 14611</li> <li>2. Latresha Fuller &amp; Lisa Traficante-Loncao</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>

Rochester City School District  
 School Improvement Grant  
 January 25, 2013

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Southeast Area Neighborhood Association	<ol style="list-style-type: none"> <li>1. Bringing services to schools, where the youth are. There are no transportation barriers or clinical settings</li> <li>2. Sharing in ownership, responsibility, and accountability—a seamless system of support—with schools and agencies</li> <li>3. Coordinating function of school and agency partners ends years of chaos of multiple agencies operating independently in schools</li> <li>4. Ensuring standardized data reporting and accountability</li> <li>5. Despite the waning RCSD student population, the number of students using the centers rose significantly by 51%, up from 3,388 students in 2006/07 to 5,118 users in 2007/08</li> <li>6. Students and staff are increasingly turning to the support centers for assistance as evidence by the survey conducted in 2008</li> <li>7. In May 2008, a S&amp;FSC survey of 733 stakeholders not only demonstrated the centers relevance to campus live, but also revealed its importance to students and their families</li> </ol>	<ol style="list-style-type: none"> <li>1. Marge Lefler, Eleanor Coleman, Robert C. Walker-Smith, Judith Bauman</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> </ol>
	8.	
	9.	
	10.	

**Center for Youth (CFY):** Provides on-site social-emotional support and youth development programming to the scholars of The Rochester City School District; crisis response, anger management support, computer training, job readiness, referrals for health concerns, emergency shelter, alcohol and other drug problems, pregnancy, after-school programs and college prep.

**Educational Talent Search (ETS):** Advances and heightens awareness of equal educational opportunities for low-income and first-generation college scholars by helping them to overcome barriers of higher education; academic survival, personal development & college assistance.

**Liberty Partnerships:** The program provides academic and personal support services to at-risk youth in grades 7-12 in the Rochester City School District; academic enrichment, tutoring, college and career exploration, life skills strategies, counseling, community service opportunities, social and cultural experiences, as well as activities for parents.

**Upward Bound:** Provides college preparation and tutoring services for ALL Wilson Scholars.

**Upward Bound Math/Science Program:** Accepts applications in the Spring from potential first-generation and/or low income scholars with academic support and enrichment. This includes: SAT preparation, mentorship, tours of higher education institutions, academic courses in several subjects and guest speaker sessions designed to assist scholars in the program.

**Hillside Work Scholarship Connection (HWSC) Program:** "Graduation is the Goal." The program is designed to provide mentoring services for our students by partnering with both school and parents to keep students performing at higher academic levels. Scholars involved with the program have access to a variety of services provided by their individual advocates; employment training, post-secondary preparation services, tutoring, life skills assistance training, and overall mentoring services.

### **2.F.ii Evidence of Partner Effectiveness Chart**

The Partner Effectiveness Chart is included with this application.

### **2.F.iii Holding Partners Accountable for Their Performance**

No external partners are being funded through this grant. IB annual fees for MYP and the Diploma Programmes are funded with District general funds.

An area college literacy partner will be secured through an RFP process through a purchased service arrangement.

The school has recently established a Student and Family Support Center. Student and Family Support Centers (S&FSC) are formally developed sites and support structures located in or adjacent to Rochester City Schools. Centers are designed to provide students and their families ready access to community services that respond to identified needs, support academic success and personal growth and are beyond the scope of what schools can offer to meet these needs

Through S&FSC, schools, community agencies and funders make collaborative commitments of resources towards student success.

Each service provider/partnering agency/lead agency agrees to support a collaborative model with each of the schools (as evidenced by communication of the agency's leadership). The partnering agency agrees to participate in the on-going development of the S&FC by:

- Modeling collaborative teamwork skills, appropriate behavior, problem solving, and leadership skills for youth and other S&FSC collaborative partners in accordance with the District's Code of Conduct.
- Assigning staff who are comfortable and committed to working in a culturally diverse school setting for on-site delivery of collaborative youth services, which meet identified needs as well as unexpected/emergency needs of the school.

- Providing updated monthly data on student services provided as required by the S&FSC Data Collection protocol in a timely manner; also providing information on objectives and outcomes; after school programs and mentoring programs will share monthly lists of students who are currently active/enrolled in their programs.
- Attending regularly scheduled Collaborative Team meetings (one per month) for “process checks” on communications, referral procedures, coordination of efforts and for ensuring continuous improvements in these areas; meetings are to include all on-site partners, after school programs, mentoring programs, health centers, as well as representatives of school counselors, school social workers, school attendance workers and other appropriate school staff.
- Attending regularly scheduled Case Review or Referral Team meetings, which are convened weekly or as needed, and include only those agencies delivering services under the auspices of the S&FSC. The purpose of these meetings are to ensure that services to individual students are well coordinated (not fragmented)by:
  - Seeing that an individual’s needs are met by building on his/her strengths
  - Ensuring that students receive smooth, efficient, timely access to multiple services/providers
  - Collaborating with school counselors and school social workers, as well as other partnering agencies to ensure that services are delivered to the student’s satisfaction
  - Making home visits, when appropriate, especially if assigned students/case referrals are showing a pattern of absences
  - Developing an after care plan with student upon termination of services
  - Giving the Lead Agency, as well as the School Coordinator an update on student’s progress
- Participating in school events, workshops, and committees as requested by the Principal or School Coordinator
- Providing monthly service data and information on referrals to the School/Lead Agency Coordinator in a timely manner as required by the S&FSC Data Collection protocol.
- Agreeing to operate within the recommended Common Best Practices and guidelines for ensuring appropriate confidentiality, parent consent, and procedures for sharing of information. This is meant to ensure appropriate assignment and efficient service delivery by enabling information exchange, which is in compliance with applicable laws and regulations.
- Permitting only School Coordinator or authorized school personnel to have access to the Chancery/Data Warehouse system; agency staff are not permitted access to Chancery; they may have access to a student’s educational records with express written parent consent.
- Agreeing to make team communication a priority by regularly and actively participating in weekly referral team/case review meetings, team training sessions, and collaborative team meetings. Including the assigned agency worker, school counselor, and school social worker, if appropriate in weekly referral team/case review meetings.
- Committing to the creative utilization of existing resources whenever possible, to reduce program costs and remain consistent with the local vision for coordinated, efficient and integrated education, health, mental health, social, emotional services and support to students.
- Each agency partner and program will prepare a single evaluation of the S&FSC Collaborative for each school site where they provide on-site services using the standard Collaborative evaluation form. They will review the evaluation report with the S&FSC Coordinators for the respective sites.

## **2.G. ORGANIZATIONAL PLAN**

### **2.G.i Management and Team Structure**

Wilson will have one IB-experienced Principal, four Assistant Principals, one IB Implementation Manager and one IB MYP Coordinator. The organizational chart is attached.

### **2.G.ii Function of Day-to-Day Operations**

The school holds weekly School-based Planning Meetings.

### **2.G.iii Implementation of the Annual Professional Performance Review**

School Chiefs ensure that the District-wide Network Teams support Rochester's school buildings in APPR implementation. The Network Team Coordinator conducts Walk-Throughs with building administrators and works with them on developing strategies for their teachers. RCSD Network Team has completed walk-throughs with the Instructional Directors and met with Wilson's Problem-Solving Team and Leadership teams to support the Regents Reform Agenda. The Coordinator analyzes assessment data and works with Content area specialists in preparing for the January Regents Exams and provided materials for PD for departments around the area of APPR.

### **2.G.iv APPR Calendar Schedule**

District calendar is attached to application.

## **2.H. EDUCATIONAL PLAN**

### **2.H.i Curriculum**

The newly enhanced Wilson curriculum will incorporate the District's Core Instructional Plan with an additional 200 hours of expanded learning time for students. It will implement with fidelity the IB curriculum model for Diploma, Certificate and Middle Years Programmes.

#### ***RCSD Core Instructional Plan for Secondary Schools***

Grade Level	English	Math	Social Studies	Science	Foreign Language	PE	Fine Arts	Health	Electives
7 MYP	English 7	Math 7	US History Year 1	Science 7	Spanish 7 French 7 Spanish 8		MYP Fine Arts 7		
8 MYP	English 8	Math 8	US History Year 2 US History Regents	Science 8	French 8 Proficiency Spanish 8		MYP Fine Arts 8		
Accelerated 7 MYP	English 8	Math 8	US History Year 1	Science 8	French 8 Spanish 1 French 1		MYP Fine Arts 8		
Accelerated 8 MYP	MYP English 1 HS Credit	Earn MYP Intergrated Algebra MYP Intergrated	US History Year 2 US History Regents	MYP Living Environment	Earn HS Credit MYP Spanish 2		MYP Fine Arts 8 MYP Fine arts 9 MYP		
9 MYP	MYP English 1 MYP English 2	Algebra	MYP Global 1	MYP Living Environment	MYP French 2 MYP Spanish 3		Fine arts 9		HSE 1/ Research Methods
10 MYP	AP English Language/Regents SL English 1 English Regents	MYP Geometry Alg 2/Trig	MYP Global 2 Regents	Global MYP IPS or Earth science	MYP French 3 Regents		MYP Fine arts 10 MYP Fine arts 10		HSE 2/ Research Methods
11 DP Certificate	AP Language Exam Option HL English 1 English Regents AP Language	SL Math Studies 1 Alg 2/Trig Regents	US History Regents AP US History	Biology SL 1 Chemistry SL 1 Physics SL 1	SL Spanish 1 SL French 1		IB SL Art1		HSE 3/ Research Methods
11 DP Full Diploma	Exam Option SL English 2 English Regents	HL Mathematics 1	AP US History	Biology SL/HL 1 Chemistry SL/HL 1 Physics SL/HL 1 Regents Biology SL 2 Chemistry SL 2	SL Spanish 1 SL French 1		IB HL Art1		HSE 3/ Research Methods
12 DP Certificate	AP Literature Exam Option HL English 2 AP Literature Exam	SL Math Studies 2 Alg 2 Regents	SL History of America 2 PIG/ECO	Physics SL 2 Regents Biology SL/HL 2 Chemistry SL/HL 2	SL Spanish 2 SL French 2 SL Spanish 2 SL French 2		IB SL Art2		HSE 4/ Research Methods
12 DP Full Diploma	Option	HL Mathematics 2 AP Calc Exam Option	HL History of America 2 PIG/ECO	Physics SL/HL 2	SL French 2 AP Exam Option		IB HL Art 2		HSE 4/ Research Methods

**Wilson's IB MIDDLE YEARS PROGRAMME:** Life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The International Baccalaureate (IB) Middle Years Programme is designed to help them find a sense of belonging in the ever-changing and increasingly interrelated world around them and to foster a

positive attitude to learning. The IB Middle Years Programme, for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and to become critical and reflective thinkers. The International Baccalaureate Middle Years Programme (IBMYP) provides a framework of academic challenge and life skills appropriate to this stage of adolescence. The IBMYP offers a holistic educational approach that emphasizes critical thinking skills, global citizenship and intercultural awareness as well as traditional school subjects. Eight academic subjects are required each year of the IBMYP (Language Arts, Mathematics, Science, Social Studies, Fine Arts, Foreign Language, Technology and Physical Education) and are taught through five themes called Areas of Interaction. The Areas of Interaction are: 1) Approaches to Learning, 2) Community and Service, 3) Health and Social Education, 4) Environment, and 5) Human Ingenuity.

### **Sample Schedule for 9<sup>th</sup> Grade IB MYP Candidates [Total HS Credits: 8]**

\*Some students enter high school with Regents credits earned in the 8<sup>th</sup> grade.

- 1 Math: MYP Int. Algebra or Geometry\*
- 2 Humanities: MYP Global History I
- 3 Language A: MYP English I or English II\*
- 4 High School Experience/Research Methods
- 5 Lunch
- 6 Language B: MYP French 2 or Spanish 2
- 7 Science: MYP Living Environment or Integrated Physical Science \*
- 8 Lab/PE
- 9 MYP Computer Technology/ Arts
- 10 Expanded Learning

### **Sample Schedule for 10<sup>th</sup> Grade IB MYP Candidates [Total Credits: 16]**

- 1 Math: MYP Int. Geometry or Trig/Algebra II\*
- 2 Humanities: MYP Global History II/AP World (challenge)
- 3 Language A: MYP English II or AP English Language\*
- 4 High School Experience/Research Methods
- 5 Lunch
- 6 Language B: MYP French 3 or Spanish 3
- 7 Science: MYP Earth Science\* or Integrated Physical Science
- 8 Lab/PE
- 9 Computer Technology/ Art
- 10 Expanded Learning

**Wilson's IB DIPLOMA PROGRAMME**The interconnected, globalized world of the 21<sup>st</sup> century requires critical-thinking skills and a sense of international-mindedness, something that

International Baccalaureate (IB) Diploma Programme students learn to know and understand. The IB Diploma Programme (DP) is designed as an academically challenging and balanced program of education with final examinations that prepares students, normally aged 16 to 19. The program is normally taught over two years and has gained recognition and respect from the world's leading universities. The Diploma Programme is a two year liberal arts curriculum. The School currently has 70 students in the DP. Wilson will offer two IB DP courses to ALL general and inclusion students in the 2013-2014 school year. Courses offered include:

- i. IB English Literature- all students would be enrolled in this two-year course. The course would be offered at HL to all grade 11 students. Students with IEPs would take the course at HL, with the option to switch to SL at the end of grade 11. Students would take the ELA Regents in January, and performance on the exam would determine whether a student is enrolled in SL or HL for the remaining 18 months. Three sections of inclusion co-taught DP English Literature would be offered.
- ii. IB Mathematical Studies- all students would be enrolled in this two-year course. The course would be offered at SL to all grade 11 students. Students would take the Algebra 2 Regents in January, and performance on the exam would determine whether a student is enrolled in SL Mathematical Studies or SL Mathematics for the remaining 18 months. Three sections of inclusion co-taught DP Mathematical Studies would be offered.
- iii. Language B Ab Initio- all students would be enrolled in two-year Language Acquisition Course. Students who have not fulfilled MYP requirements for Standard Level Language (level 4 and 5 required), would be moved into Ab Initio courses. Likewise, students who have not met NYS requirements in Language B would also take Ab Initio. Ab Initio is a great course for ESOL students looking to study a new language.
- iv. History of the Americas
- v. SL Science- Biology, Chemistry, Physics  
\*These courses will be offered to all level appropriate students. Students attempting to "re-take" the course to recover missing credits will enroll in traditional ELA and Math courses, with appropriate AIS support.

**Sample Schedule IBDP 11<sup>th</sup> grade Certificate Candidates [Total Credits: 24]**

- 1 Math: IB Math Studies SL1
- 2 Humanities: IB History of the Americas SL1
- 3 Language A: IB English SL1
- 4 High School Experience/Research Methods
- 5 Lunch
- 6 Language B: IB Language SL I (French or Spanish)
- 7 Science: IB Science SL1 (Chemistry, Physics)
- 8 Lab/PE
- 9 IB SL1 course (TOK, ITGS, Computer Science, Art)
- 10 Expanded Learning

**Sample Schedule 12<sup>th</sup> Grade Certificate Candidates [Total Credits: 32]**

- 1 Math: IB Math Studies SL2
- 2 Humanities: IB History of the Americas SL2
- 3 Language A: IB English SL2
- 4 High School Experience/Research Methods
- 5 Lunch
- 6 Language B: IB Language SL2 (French or Spanish)
- 7 Science: IB Science SL2 (Chemistry, Physics)
- 8 Lab/PE
- 9 IB SL2 course (TOK, ITGS, Computer Science, Art)
- 10 Expanded Learning

**Sample Schedule IBDP 11<sup>th</sup> Grade Diploma Candidates [Total Credits: 24]**

- 1 Math: IB Mathematics SL1
- 2 Humanities: IB History of the Americas SL1
- 3 Language A: IB English HL1
- 4 High School Experience/Research Methods
- 5 Lunch
- 6 Language B: IB Language SL 1 (French or Spanish)
- 7 Science: IB Science SL1/HL 1 (Chemistry, Physic)
- 8 Lab/PE
- 9 IB Electives SL1/HL1 course (TOK, ITGS, Computer Science, Art)
- 10 Expanded Learning

**Sample Schedule IBDP 12<sup>th</sup> Grade Diploma Candidates [Total Credits: 32]**

- 1 Math: IB Mathematics SL2
- 2 Humanities: IB History of the Americas HL2
- 3 Language A: IB English HL2
- 4 High School Experience/Research Methods
- 5 Lunch
- 6 Language B: IB Language SL2 (French or Spanish)
- 7 Science: IB Science SL2/HL2 (Chemistry, Physics)
- 8 Lab/PE
- 9 IB Electives SL2/HL2 course (TOK, ITGS, Computer Science, Art)
- 10 Expanded Learning

Per NYS BEDS data for the 2012-2013 school year, Wilson Magnet has a Students With Disabilities population of 20.26%. Striving for an inclusive environment, Wilson will work with

the IB curriculum to fine-tune strategies to provide equity and access to these students. This will be achieved through curriculum writing time for Wilson teachers in all periods of the grant. Teachers and counselors will identify students who will benefit from additional tutoring and structure expanded learning to assist students in preparing for an appropriate IB course. The current IB Coordinator and IB Impregnation Manger will take the lead on applying to IB for “special needs arrangements” on a student by student basis.

**2.H.ii Instruction**

RCSD teachers will continue to use the NYS Common Core Curriculum as the core instructional program. Recent curriculum development work in with the Rochester Curriculum in ELA has focused primarily on the Reading and Writing strands in the Common Core Learning Standards (CCLS). This means teachers will draw from both the NYS curriculum as well as existing resources to deliver literacy instruction that is systematic and explicit, purposeful, and rigorous. There are six shifts that the CCLS require of the District if it is to be truly aligned with it in terms of curricular materials and classroom instruction.

**CCLS ELA SHIFTS**

Shift 1	Balancing information and literacy text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the disciplines	Students build knowledge about the world (domains/content areas) through TEXT rather than the teacher or activities.
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient and create more time, space, and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Events of instruction in both required and core courses will be arranged to reflect all six instructional shifts by accelerating learning by means of making meaningful improvements to the quality and quantity of instruction.

*Phonics/Foundational Skills:* Teachers will continue to use Foundations as their core phonics program to address phonemic awareness, phonics, and vocabulary. Revised pacing guides and instructional guidance documents will support the CCLS implementation.

*Whole Group Reading Instruction:* The time that is typically spent using textbooks will now incorporate the CCLS Reading Comprehension Units. The reading units that have been developed will guide students through the higher order comprehension skills highlighted in the CCLS. Within each unit, the reading standards and skills have been broken down into teaching points. These teaching points will be taught through read-aloud focused lessons. Teachers will use think-alouds to model the teaching point within a given text (or part of a text) and will also provide students with opportunities to try out the new learning within the context of the read aloud. Students will not only watch the teacher model the teaching point, but will also be asked to think, talk, or write responses to the text. Lesson length will vary by grade level, but should take no more that 20 – 30 minutes, including vocabulary instruction. The commitment to daily comprehension instruction via shared text (read aloud) ensures that all students have opportunities to meet the demands of the CCLS.

*Vocabulary:* When a teacher chooses to use a text other than the Current textbook Main Selection as the anchor text for read-aloud/think-aloud instruction, appropriate vocabulary words should be

selected based on student needs as well as on criteria for choosing Tier 2 vocabulary words. If few words are selected carefully and instruction is explicit and appropriately sequenced, students should be able to successfully access both the vocabulary words taught through the whole group read-aloud instruction as well as vocabulary words introduced and taught during small group instruction.

*Small Group Learning Instruction:* Teachers should think about using weekly planners to guide their work with students in small groups. Reinforcement of CCLS and additional instruction targeting grade level key fluencies should be emphasized.

*Writing:* The writing topics in the NYS CCLS units have been designed to reflect the increased emphasis on writing instruction evident in the CCLS. Writing units are organized by writing type (argument, informational, narrative) and will be placed along corresponding reading units (e.g., when students are studying characters in fiction, they will be writing narratives). Each writing unit will have a rubric aligned to the CCLS. This rubric will guide students through the writing process: generating ideas, drafting, revising, and editing. Similar to the reading comprehension units, the writing standards and skills have been broken down into teaching points. These teaching points will be conveyed through daily 10-15 minute lessons in which the teacher quickly models the new writing strategy and students have a short opportunity for guided practice. After the short writing lesson, students will always have time to work independently on their writing, which teachers offer support to individuals or small groups. The CCLS emphasize the importance of volume and independence, so it is critical that students are provided with writing time each day to build stamina.

#### **CCLS MATH SHIFTS**

Shift 1	Focus	Teachers significantly narrow and deepen the scope of how time and energy are spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
Shift 2	Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
Shift 3	Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
Shift 4	Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right – they learn the math.
Shift 5	Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
Shift 6	Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.

Events of instruction in both required and core courses will be arranged to reflect all six instructional shifts by accelerating learning by means of making meaningful improvements to the quality and quantity of instruction.

*Fluency:* The CCLS explicitly call for fast and accurate computation. Fluency is best addressed through short daily routines such as times fact tests, mental math exercises and number talks. Elementary students should spend at least 25 minutes per week practicing the critical fluencies.

*Conceptual Understanding:* The heart of the CCLS is that teachers must support the development of deep conceptual understanding, not just algorithms and answer-getting. Class time should be structured to support students' ability to access concepts from a number of perspectives. Teachers are encouraged to use a variety of instructional strategies to build math knowledge so that students see math as more than just a set of discrete procedures. Approximately 150 minutes per week should be spent developing conceptual understandings.

*Application:* Students demonstrate deep conceptual understanding of core math concepts by applying them to new situations. Teachers must devote time for students to use math and choose

the appropriate procedure for application without prompting. There should be a connection established between math and the real world. Approximately 50 minutes per week should be spent applying learned math.

In addition Wilson instructional staff will implement the following strategies:

Set an expectation that lesson plans be completed weekly and available for review by an administrator before they are used. Administrators should monitor the implementation of these plans and ensure that they are based on the NYS Standards and the District curriculum.

- Provide timely communication to parents regarding academic performance and completion of homework between marking periods. Work to improve parent involvement.

The school master schedule allows for job-embedded ongoing PD for all staff members during the school day; the school offers PD led by staff members. However, participation in external PD offerings is limited.

- There is a need for sustained PD in such areas as: design and implementation of student supports to improve graduation rates; planning and implementation of effective co-teaching models; differentiated instruction; progress monitoring; and writing in response to literature and embedding literacy supports in content area classes.

Increase staff participation in external PD opportunities, including District provided PD offerings that are sustained and provide follow-up. The application of acquired strategies should be monitored for implementation by administrative walkthroughs, with timely feedback to teachers regarding the implementation of newly acquired strategies.

- Identify an area for improvement within the revised Comprehensive Educational Plan (CEP) plan and form collegial circles to address the CEP action plan using the embedded PD time. Research, plan and implement effective student supports for improving graduation rates, and include in CEP. Wilson will incorporate some new technology to assist students in learning and teachers in instruction and assessment. These include: Classroom student response systems, mobile laptops/carts, science equipment, electronic database fees (Turnitin, Questia, Managebac, JStor), graphing calculators, keyboard, art supplies, posters, journals and other student consumables.

A major element of IB is expeditionary learning. To enhance those experiences for children during the school day, through expanded learning and out-of-school, Wilson proposes to offer local and regional field trips for all students in every grade in conjunction with required IB projects.

### **2.H.iii Use of Time**

The transformed Wilson IB World School will incorporate an additional 200 hours of student contact each school year. This will be accomplished in two ways:

Expanded Learning is an integral component of the Wilson academic community and is an expectation of all educators that they embrace and support this component and need for our students. In order to facilitate whole school change, Wilson will add 200 student contact hours annually. The additional time will be offered to all students, and the School will ensure that a minimum of 50% of the students participate. New School hours will be 7:10-3:15; expanding by 1 hour and 15 minutes four days per week and adding 30 to 60 additional contact hours each summer. Pre-implementation will pilot a 30-hour summer institute for 9<sup>th</sup> graders ramping up to a 60-hour summer institute in Years 1, 2, and 3 for incoming 9<sup>th</sup> graders and rising 10 graders. These initial efforts will be initially funded through the SIG grant and then be sustained via flex scheduling, Title funds and/or general funds.

The pilot 10-day *Summer IB JumpStart Institute* will provide our incoming 9<sup>th</sup> graders and current 9<sup>th</sup> graders with the rigor and vigor necessary to support them with their academic progress. Students will receive instructional support in the areas of mathematics, reading, science and

humanities with a focus on the skills to meet the demands of the common core curriculum for the respective content areas. Each student's individualized program will be determined by data collected from NYS 7-8 assessments, Regents exams and local assessments. In addition, an introduction to the IB curriculum and program tenements that reflect international mindedness, community service and learner profiles. **This Summer Institute will fulfill 30 hours of the annually required 200 hours of student contact.**

The annual 20-day *Summer IB JumpStart Institute* (in Years 1, 2, 3) will provide our incoming 9<sup>th</sup> graders and rising 9<sup>th</sup> graders with the rigor and vigor necessary to support them with their academic progress. Students will receive instructional support in the areas of mathematics, reading, science and humanities with a focus on the skills to meet the demands of the common core curriculum for the respective content areas. Students individualized program will be determined by data collected from NYS 7-8 assessments, Regents exams and local assessments. In addition, an introduction to the IB curriculum and program tenements that reflect international mindedness, community service and learner profiles. **This Summer Institute will fulfill 30 hours of the annually required 200 hours of student contact.**

The School will host a *Ninth and Tenth Grade Academy*. Ten teachers will teach an additional period daily. These highly specialized sections will be for repeating 9<sup>th</sup> and 10<sup>th</sup> grade students who are at risk of not graduating on time. These sections will be taught in the four core content subject areas by the teachers who have the highest success rate as evidenced by their growth scores and APPR ratings of highly effective.

A four-day Extended School Day will allow for expanded learning time. The new Wilson World School will operate from 7:10 a.m. to 3:15 p.m. Monday, Tuesday, Thursday and Friday, extending the length of the school day by 75 minutes a day, four days per week. The designated expanded learning time will be 2:00 p.m. to 3:15 p.m., adding 75 additional minutes per day/300 minutes per week (5 hours per week) 36 weeks equates to 170 hours. Wednesday dismissal will be at 1 p.m. in accordance with District-wide master schedule.

Research shows that all children can learn when the time and support to do so. Students will have an additional 75 minutes each day for instruction, enrichment or acceleration based on data. This will be accomplished by having a differentiated schedule that requires some faculty and administrators work a flex scheduled day, compensating some to work a longer day and others to work a staggered schedule.

The following programs would be introduced through Extended School Day opportunities. These programs will be designed to support IB implementation and successful student completion of the IB Programme. The supports would include the following: additional support in reading, writing, and math; college and exam preparation; student involvement and connection to school community.

- Into IB MYP (summer)
- IB DP Community Action Service
- IB Extended Essay
- IB International Mindedness
- IB Learner Profile (Character education)
- RTI Writing support
- College Seminar
- Intro Art
- Into Sports
- Foreign Language in Action (field trips)
- AP Exam Preparation
- Into IB DP (summer)
- IB Personal Project
- IB MYP Community and Service
- IB Virtual community
- RTI Reading support
- RTI Math support
- Cultural infusion IB Language B
- Intro to Theatre
- Robotics
- Regents Exam preparation
- IB Exam Preparation

**High School Master Schedule for 9-12 Schools 2013-2014**

Period	Minutes	Grade 9 (RTD)	Grade 9 (on track)	Grade 10	Grade 11	Grade 12	
1st	45	ELA 9 Intro to Lit & Comp	ELA 9 Intro to Lit & Comp	ELA 10 World Lit.	ELA 11- R American Lit. or AP /IB English	ELA 12 (school choice) AP/IB College Articulated English Technical Writing	
2nd	45	Integrated Literacy and Composition (Ramp-up) AC Days	Algebra- R or Intensified Algebra- R or Geometry-R	Algebra- R or Intensified Algebra- R Geometry- R or Algebra 2 with Trig- R	Geometry-R or Algebra 2 with Trig- R or Pre-Calculus or IB	Algebra 2 with Trig- R or Pre-Calculus or AP Calculus AP/College Calculus or AP/ College Level Statistics or IB	
3rd	45	Living Environment- R	LOTE	Fine Art	<i>Elective/Health AC/BD Days</i>	Elective	
4th	45	LOTE	Elective	Elective	Elective	Elective	
5th	45	Lunch	Lunch	Lunch	Lunch	Lunch	
6th	45	Global History I - R	Global History I - R	Global History II - R (and Global I?) or AP World History - R	Global II - R or US History - R or AP World History - R or IB History of Americas	PIG/Eco Combo or AP Government	
7th	45	Algebra- R	Living Environment- R Earth Science - R <i>(For students who took LE at grade 8)</i>	Earth Science - R or Chemistry - R AP Chemistry	Chemistry - R or Physics - R IB/ College Level AP: LE, Chem., or Physics	Physics - R (pre req. - Algebra-R) IB/ College Level AP: LE, Chem., or Physics	
8th	45	PE AC Days	PE/Science Lab AC/BD Days	PE/Science Lab AC/BD Days	PE/Science Lab AC/BD Days	PE/Science Lab or Elective AC/BD Days	
9 <sup>th</sup>		<b>Expanded learning</b>					
10 <sup>th</sup>		<b>Expanded learning</b>					

**2.H.iv Data-Driven Instruction/Inquiry (DDI)**

The school leadership and teachers will use assessment tools to identify patterns of student learning that leads to the adaptation of instruction and support SWD and the IB implementation.

<b>Data Driven Activities</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
All students are administered a pre-assessment as identified by the district to inform instruction and measure student growth towards meeting SLO's. NWEA (Northwest Evaluation Association measure of academic progress) is administered in grades 9, 10,12.	September -- October	September - October	September - October
All students will be administered post- assessments as identified by the district to inform instruction and measure student growth in alignment with meeting Student Learning Objectives.( SLO's)	January and June	January and June	January and June
Teachers will use daily common planning time to review student formative and summative assessments and develop instruction and assessment reflective of student outcomes.	September -- June	September -- June	September - June
Teachers will review student work and formative assessments in weekly department meetings adjust their pacing and the need for targeted intervention for students within the classroom.	September -- June	September -- June	September -- June
School leaders will review marking period data and then make adjustments to student schedules and or make referrals for RtI Tier 2 or 3 support to the SFSC as needed.	November -- May	November -- May	November - May

**2.H.v Student Support**

*All member s of the Wilson Magnet community including parents are able to complete a referral to the Student and Family Support Centers (S&FSC.) S&FSC are formally developed sites and support structures located in or adjacent to Rochester City Schools. Centers are designed to provide students and their families ready access to community services that respond to identified needs, support academic success and personal growth and are beyond the scope of what schools can offer to meet these needs*

RCSD's mission is to educate all students to their highest level of academic achievement and to foster each student's social and emotional development. Implicit in this mission is the need to address barriers to student success as they arise. Such barriers frequently include educational and social challenges (learning disabilities, language barriers, and attendance), external stressors (lack of basic needs such as food, shelter, medical care, or the presence of violent environments) and socio-emotional issues (depression, anxiety, school phobia, conduct disorders). Schools alone, however, cannot remove all the barriers to student learning and need partnerships with youth serving, health and human service agencies to assure student success and well-being. Wilson High School launched a S&FSC 2012-2013 school year which is an organized coalition of school staff and community agency partners providing immediate crisis intervention, mediation, and connecting students to community based services that the schools are unable to provide. To date, during the first semester of 2012-2013 they have served 366 or 36.5% of Wilson's enrolled 1,002 students. There are two coordinators.

Congruent with this goal, collaborating partners agree to provide services that contribute either directly or indirectly to student development and achievement in one or more of the improvement areas (indicators) listed below

**Outcome Indicators and Measures for Student & Family Support Centers**

Indicator	Rationale	Measures	Data	Source
Improved student attendance	Attendance is often identified as the best predictor of school success – it is consistently associated with grade point average, promotion and school graduation	School attendance	For each student served, calculate: Pre service attendance rate (ADA for 2 periods prior to start of services) Service attendance rate (ADA for 2 periods during service and just prior to end of services) Post service attendance rate (ADA for 2 periods immediately after end of services)	RCSD student data based on individual student performance
Decrease in student suspensions	Research suggests that initiation of delinquent and disruptive behavior is often followed by a progression into more frequent and violent behaviors. The long term prospects for frequently suspended students are not good. Gender differences are much less pronounced than they were 20 years ago. Support Centers can provide immediate crisis response and early prevention and intervention services to help students change their behaviors and stay in school.	Long term and short term student suspensions	For each student served, calculate: Pre service suspensions (number of long and short term suspensions for 2 periods prior to start of services) During service suspensions (number of long and short term suspensions for 2 periods during service and just prior to the end of services) Post service suspensions (number of long and short term suspensions for 2 periods immediately after end of services)	RCSD student data based on individual student performance
Improved academic achievement	Support Centers are in place to help schools – the schools' job is to educate students – the education of students is measured in terms of academic achievement. Addressing family and other social issues can positively influence academic achievement. Initial outcomes may be reflected in student grades, while promotion to next grade is an example of intermediate outcomes.	Student's GPA Promotion to next grade level	For each student served, calculate: Pre service GPA (GPA for 2 periods prior to start of services) During service GPA (GPA for 2 periods during service and just prior to end of services) Post service GPA (GPA for 2 periods immediately after the end of services) Review retention/promotion to next grade level status of students	RCSD student data based on individual student performance
High School graduation	The long-term objective for schools and student support centers is whether students graduate from school and move on to further education and/or to employment so that they can enjoy just and sustainable futures as productive members of the community.	Graduation rates Increased rates of graduation to employment, military, or higher education	Compare annually on a school-by-school basis to see trends or changes Graduation rate of entire school Graduation rate of all students who have been served by the S&FSC	RCSD student data on individual student performance Students' self-reports of destination after graduation

The Governance Structure that defines S&FSC connection with School's governance processes (SBPT, Principal/Administration) and collaborative structure for S&FSC School, Lead agency and Partner agency decision making.

School-specific, data-driven needs assessment, analysis and priority setting processes help shape the continuum of services for each school. A coordinated process for Student Access , including referral, intake, case management, scheduling services, reporting results, routine team meetings. Data collection, reporting format and evaluation processes using selected Community Outcome measures for assessing impact on student barriers to learning, with the expectation that all partners will participate in data collecting and reporting, receive and review results and collaborate in continuous improvement efforts.

During 2012-2013, each school is encouraged to clarify in-house expectations of the "relationships" and "sequence" of when referrals are made among all of the various prevention and intervention services such as:

- Student & Family Support Center – when to send and what triggers a referral
- Alternatives to Suspension – when to send and what triggers a referral
- In School Suspension – when to send and what triggers a referral
- Crisis Teams/Safety Teams – should include Student Support Center representatives
- Response to Intervention Problem Solving Teams – should include Center representatives

Additionally, the **Student Support Center should provide information reports to:**

- **Students:** Through a variety of approaches (e.g., orientation assemblies, classroom presentations, posters, announcements, brochures), students should have frequent reminders of the purpose, available services, location, and when and how to access the Support Center
- **All staff:** Each semester the Student Support Center should make at least one report to all staff (e.g., faculty meetings) as to the purpose, location, and referral processes as well as the data on numbers of students served, presenting concerns, trends, and the results of year end reports and evaluation surveys that can be used for continuous improvement
- **School Based Planning/Comprehensive Education Planning Teams:** Same as above for all staff; however, it is important that information about the services and school-specific data regarding the Student Support Center are provided to and considered by the teams for planning and continuous improvement

Tanishia Johnson and Jason Brookes are the S&FC Coordinators at Joseph C. Wilson Magnet High School. This is the first year that the center is open. Services range from a one-time consultation to long-term provision of services. The S&FSC partners with school staff to identify scholars in need of support and work collaboratively with those identified students. Services include individual counseling, group counseling, youth development, and group skill building (anger management, conflict resolution, etc.)

The scholars and staff at Wilson Commencement Academy have greatly benefited from the services that have been provided. The RCSD attendance rate is approximately 88% and through department efforts (attendance outreach, home visits, parent meetings, etc.) Wilson Magnet High School's attendance rate is currently at 91%. This is a 4% increase from last year.

Additionally, the Center has received close to 300 non-duplicated referrals for scholars who are receiving services through agencies as well as counseling services provided. Each coordinator has counseling caseloads of close to 70 scholars. On-site agencies include: The Center for Youth Services, Liberty Partnerships, Educational Talent Search, Hillside Work Scholarship and Upward Bound. The Center has partnered with community based agencies that are also providing

a variety of services to our scholars and their families. These agencies include: Teen Empowerment, Boys and Girls Club of Rochester, Westside Health Services, Pathways to Peace, RochesterWorks!, Threshold, Action for a Better Community and Urban League of Rochester. Last November, 110 scholars were in need of tutoring support for their Regents exams. Those scholars were linked with on-site agencies and received the tutoring support.

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that requires schools to establish an RTI policy and procedures for students. These amendments established a policy framework for RTI in regulations relating to school-wide screenings, minimum components of RTI programs, parent notification, and the use of RTI to identify students with learning disabilities. By adding Section 100.2(ii) to Part 100 of the Commissioner's Regulations it set forth minimum requirements for using a RTI process to determine a student's response to research-based intervention.

All RCSD schools have instituted RTI, with interventions that may vary from research based programs to strategies aligned to the CCLS. Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With RTI, Wilson Commencement can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities (NCRTI, 2010).

The District RTI Framework uses a variety of assessments that are used to support decisions about a student's at-risk status, response to instruction/intervention, and the nature of the instruction. These include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at different points within an RTI process for different purposes. RCSD criteria for identifying students to receive intervention includes: NWEA 40<sup>th</sup> percentile in sub area; AIMSweb 25<sup>th</sup> percentile; and a level 1 or 2 in ELA and/or Math benchmarks.

*Screening English Language Learners (ELLs):* Consideration of students' language dominance and language of literacy instruction is essential in determining which assessments best measure the reading level of English Language Learners. Additional assessment is often needed to determine the risk-status of students whose native language is not English. Students with strong native language literacy skills may require different instructional supports than students with the same English instructional profile and weak native language literacy skills. Students with lower language proficiency in English are likely to need substantial language support in addition to strong reading instruction to achieve reading comprehension at expected levels. Collecting language proficiency data in addition to using the reading screening measures will help to determine the extent and kind of reading and language support students will need to meet important reading goals (NCRTI, 2010).

*Considerations for Screening for Students with Disabilities:* Curriculum Based Measures utilized for universal screening, including AIMSWeb probes, are assessment instruments, not teaching tools. Students should not receive practice administrations, extra time, or coaching beyond what is specified in the standard procedures. Administration accommodations may, in some cases, be made for students with special needs who receive accommodations in their general academic tasks. Accommodations that would provide an advantage, such as giving additional time, are not permitted.

*Progress Monitoring:* Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student's rate of

progress; (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to inform decisions regarding a student’s movement through tiers of more or less intensity. The frequency of progress monitoring is determined by the intensity of intervention; the higher the intensity of the intervention, the more frequent the need for progress monitoring. Below are District guidelines for the frequency of progress monitoring within Tiers 1, 2, and 3.

Progress monitoring	Tier 1	Tier 2	Tier 3
Frequency of Administration	Once a month	Bi-monthly	Weekly
Administrator(s)	Teacher of Record	Teacher of Record	Teacher of Record

*Considerations for Progress Monitoring for English Language Learners:* The language of dominance and language of instruction should be considered when interpreting information from progress monitoring assessments. Students should be progress monitored in the language of instruction. When instruction is provided in multiple languages, special consideration should be given to the language of assessment.

*Considerations for Students with Disabilities:* It is recommended the progress monitoring assessments be provided without accommodations that would invalidate the nature of the assessment as described in the “Universal Screening” section of this document.

*Diagnostic Assessments:* provide greater detail about individual students’ skills and instructional needs. They are typically administered to students who fall significantly behind an established benchmark or when such students have not demonstrated sufficient progress (Center on Teaching and Learning). Diagnostic assessments may be administered by specialized staff such as a school psychologist or a reading specialist. Diagnostic assessment can be a tool for crafting the most appropriate instruction for students. These assessments can provide valuable insight into a student’s current level of performance, including strengths and areas in need of improvement. Inquiries regarding diagnostic assessments should be reviewed by the Building Based Problem Solving Team.

	Year 1	Year 2	Year 3
<p><b><u>PIRI Partners In Restorative Initiatives</u></b> Restorative Practices: Schools are successfully using Restorative Practices to prevent bullying, violence and develop strong healthy relationships that positively promote a nurturing school climate. There is growing awareness that punishments such as detention and suspension only aggravate the problem. Restorative practices promote belonging, relationship building and problem solving through such methods as peacemaking circles and community conferences. These bring members of the school community, their family, together when an incident has occurred that harms someone in the school community to repair the relationship and acknowledge the harm. The goal is to address the wrongdoing. Instead of punishment, there is reflection an responsibility taken by the one who caused the harm. Together all participants develop a plan to repair the harm and abuse. The process restores a sense of community by allowing the victim to be heard and the aggressor to make amends.</p>	<p>Targeted training and support for planning team</p>	<p>Expand the number of teachers/staff /administrators trained                      Train a group of students as peer mediators</p>	<p>Complete the training of faculty staff                      Expand the size of the student team trained as peer mediators</p>
<p><b><u>Center for Youth (CFY)</u></b>: Provides on-site social-emotional support and youth development programming to the scholars of The Rochester City School District; crisis response, anger management support ,computer training, job readiness, referrals for health concerns, emergency shelter, alcohol and other drug problems, pregnancy, after-school programs and college prep.</p>	<p>Ongoing-monthly</p>	<p>Ongoing-monthly</p>	<p>Ongoing-monthly</p>
<p><b><u>Educational Talent Search (ETS)</u></b>: Advances and heightens awareness of equal educational opportunities for low-income and first-generation college scholars by helping them to overcome barriers of higher education: academic survival, personal development, &amp; college assistance.</p>	<p>Ongoing-monthly</p>	<p>Ongoing-monthly</p>	<p>Ongoing-monthly</p>
<p><b><u>Liberty Partnerships</u></b>: The program provides academic and personal support services to at-risk youth in grades 7-12 in the Rochester City School District; academic enrichment, tutoring, college and career exploration, life skills strategies, counseling, community service opportunities, social and cultural experiences, as well as activities for parents.</p>	<p>Ongoing-monthly</p>	<p>Ongoing-monthly</p>	<p>Ongoing-monthly</p>
<p><b><u>Upward Bound</u></b>: Provides college preparation and tutoring services for ALL Wilson Scholars.  <b><u>Upward Bound Math/Science Program</u></b>: Accepts applications in the Spring from potential first-generation and/or low income scholars with academic support and enrichment. This includes: SAT preparation, mentorship, tours of higher education institutions, academic courses in several subjects and guest speaker sessions designed to assist scholars in the program.</p>	<p>Ongoing-monthly</p>	<p>Ongoing-monthly</p>	<p>Ongoing-monthly</p>
<p><b><u>Hillside Work Scholarship Connection (HWSC) Program</u></b>: "Graduation is the Goal." The program is designed to provide mentoring services for our students by partnering with both school and parents to keep students performing at higher academic levels. Scholars involved with the program have access to a variety of services provided by their individual advocates; employment training, post-secondary preparation services, tutoring, life skills assistance training, and overall mentoring services.</p>	<p>Ongoing-monthly</p>	<p>Ongoing-monthly</p>	<p>Ongoing-monthly</p>

**2.H.vi School Climate and Discipline**

The school community will be able to articulate a shared vision and understanding of the behaviors and attitudes that demonstrate a commitment to a safe environment that promotes the social and emotional development of our students through the implementation of Restorative Practices. Restorative Practices addresses all students and articulates clear expectations that are comprehensive and responsive to students with disabilities. Restorative just ice peace circles are utilized to address behavior concerns where students and team members facilitate a restorative conversation to identify and resolve concerns.

	Year 1	Year 2	Year 3
<p><b><u>PIRI Partners In Restorative Initiatives</u></b> Schools are successfully using Restorative Practices to prevent bullying, violence and develop strong healthy relationships that positively promote a nurturing school climate. There is growing awareness that punishments such as detention and suspension only aggravate the problem. Restorative practices promote belonging, relationship building and problem solving through such methods as peacemaking circles and community conferences. These bring members of the school community, their family, together when an incident has occurred that harms someone in the school community to repair the relationship and acknowledge the harm. The goal is to address the wrongdoing. Instead of punishment, there is reflection and responsibility taken by the one who caused the harm. Together all participants develop a plan to repair the harm and abuse. The process restores a sense of community by allowing the victim to be heard and the aggressor to make amends.</p>	<p>Restorative Practices Planning Team, administrators, a team of 14 students, the SRO and 15 teachers, <i>who are not on the planning team</i>, will attend 3 days of Professional Development at PIRI for additional training each year.</p>	<p>Expand the number of teachers/staff/administrators trained                      Train a group of students as peer mediators</p>	<p>Complete the training of faculty staff                      Expand the size of the student team trained as peer mediators</p>
<p>The schools leaders, Building Committee, teachers and Restorative Practices facilitators will plan collaborate to present at superintendent's conference day, a Faculty welcome back early day and opening day. Wilson's school community will focus on 'One Voice.' Revisited every school year.</p>	<p>September</p>	<p>September</p>	<p>September</p>
<p>The faculty, staff, students and parents will revisit, periodically, our vision of what is best for children, and what it will take to reach the behavioral, academic and developmental goals we have for the members of our school community as it relates to Restorative Practices.</p>	<p>Ongoing- monthly</p>	<p>Ongoing- monthly</p>	<p>Ongoing- monthly</p>

### **2.H.vii Parent and Community Engagement**

The School was notified in August of its Priority Status. The Principal sent a letter to parents in the fall informing them of the School's status. The data for the school is shared with parents, faculty and staff throughout the school year. In August a welcome back event that outlines academic progress and areas in need of improvement is held. A student and parent orientation is also held in August for incoming and new to Wilson students and parents. A Town Hall meeting is held annually to review school data, updates, policy changes, opportunities. A review of school data and student data is an integral part of the school's culture. Data is discussed, reviewed and shared during faculty meetings, common planning periods, included in the principal's report to the PTSO and a standing agenda item on the monthly SBPT agenda.

*Joseph C. Wilson Magnet High School's Mission is Academic Excellence for all students in all aspects of their development. To this end, we desire to establish partnerships with parents and the community. We believe that everyone gains if the school and home work together to promote student achievement.*

*It is recognized and appreciated that parent(s)/guardian(s) are the "first teachers" of their children, and that their interest and involvement in the education of their children does not and should not diminish once their child enters high school.*

*In accordance with this policy, Wilson's school community (inclusive of parents) shall design a program/plan collaboratively that will encourage parent(s)/guardian(s) participation that may include, but not be limited to:*

*The development and review of instructional materials; input on the ways that the Wilson provides parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and district offerings of training programs (Parent University) to instruct parent(s)/guardian(s) how to become more involved in their child's education.*

*Wilson leadership and instructional staff will continue to work in collaboration with parents to provide a quality education for all scholars. Joseph C. Wilson Magnet High School's Mission is Academic Excellence for all students in all aspects of their development. To this end, we desire to establish partnerships with parents and the community. We believe that everyone gains if the school and home work together to promote student achievement.*

*Pursuant to state law, parents are provided a copy of the Parent Involvement policy.*

*In accordance with the requirement of the No Child Left Behind Act, Wilson encourages parent(s)/guardian(s) participation in Title I programs.*

*Parent(s)/Guardian(s) shall be offered substantial and meaningful opportunities to participate in the education of their children. Wilson will continue to invite parents to become highly involved in the education of their children: The involvement of parent(s)/guardian(s) in the planning, implementation, evaluation, and improvement of Title I programs/services through participation on Wilson's School Based Planning Team and the planning and implementation of the activities and budget for the Title I Parent Involvement funds.*

6.5 The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
The school community needs to provide a wide range of learning opportunities for families to elevate their understanding of student data.	The school community will provide a wide range of learning opportunities for families to elevate their understanding of student data.	Wilson will provide multiple opportunities for families to access and grow their understanding of student data.
<b>D. Activity</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>
Parents are invited to a student orientation in August. Graduation requirements including the required five regents s are reviewed and given to parents to support tracking their child's progress.	8/21/2012 School community, parents	See Tenet 5.4
Grade level school counselors will host a parent/student work session by grade level outlining the NYS graduation requirements and the courses and exams required. Review of four year Academic Plans.	2012-2013 School community, parents	5130A-25105-2110-0000 --- 2 counselors X 4 two hr sessions X \$42 = \$672 teacher -
Mailing of individual Academic Plans for each student so parents can see progress toward graduation early enough to take any actions necessary for on time graduation.	March 2013 School community, parents	Title I Parent Engagement Mailing 1020@48 cents = \$489.60
All families are invited to the Town Hall Meeting. It covers the academic results and SCEP Results from the previous school year and the requirements for graduation for the current year.	9/20/2012 School community, parents	See Tenet 5.4
Parent Teacher Conferences are scheduled 4 times a year for parents to meet individually with their child's teachers and review his or her academic performance and needs for additional supports.	Dates TBD School community, parents	See Tenet 5.4
Parents are scheduled to attend meetings to determine Rtl level 2 or 3, Annual Reviews, CSE, 504 eligibility determination, academic conferences, mediations and behavior modifications conferences.	9/2012 – 6/2013 School community, parents	8 teachers, counselors, social workers 40hrs. = \$13,440
Parent meetings are held to review Diploma requirements, the MYP report card and the criteria in each of the 6 core areas of study, the academic integrity policy, Language A and Language B policies as well as the policy for supporting students with disabilities.	2012-2013 School community, parents	5130A-25105-2110-0000 --- 3 teachers X \$ 42 X 3hrs = \$378 teacher -
All families will be mailed a letter with a brief overview of the Student and Family Support Center. The mailing will include the referral form, process and community support services available.	September 2012. School community	1,034 families X 48cents = \$496.32

## **2.I. TRAINING, SUPPORT, AND PROFESSIONAL DEVELOPMENT**

At the time of authorization schools are expected to meet requirements related to IB recognized professional development before the verification visit takes place (see section E2.1). At the time of programme evaluation, schools will be expected to meet requirements related to IB-recognized professional development from January 2014 onwards. Until that time (January 2014), schools will be expected to demonstrate efforts they have undertaken in attempting to meet these requirements. Please see section E3.1 for more information.

In addition to the above-mentioned requirements, the IB expects the school to provide further opportunities for staff to attend IB-recognized professional development activities as evidence of its ongoing commitment to professional development and in support of the continuing implementation of the programme. Specifically, it is recommended that teachers and pedagogical leaders who have been hired during the period under review participate in appropriate IB workshops (category 2 or 3).

Coordinators must ensure that their teachers are registered for the appropriate workshop category. From January 2014 onwards, at the time of programme evaluation schools will be expected to meet the following requirements related to IB-recognized professional development. Until that time, schools will be expected to demonstrate efforts they have undertaken in attempting to meet these requirements.

- The head of school/principal (or designee), if appointed during the period under review, must participate in an appropriate IB workshop.
- At least one teacher per revised subject group (since authorization or previous evaluation) must participate in an IB workshop designed for that purpose.
- At all times, at least one teacher per subject group must have been trained in an IB category 1 or 2 workshop.

In addition to the above-mentioned requirements, the IB expects the school to provide further opportunities for staff to attend IB-recognized professional development activities as evidence of its ongoing commitment to professional development and in support of the continuing implementation of the programme. Specifically, it is recommended that teachers and pedagogical leaders who have been hired during the period under review should participate in appropriate IB workshops.

### **2.I.i Involvement of School Leadership and Staff in Plan Development**

More than five staff from Wilson Magnet High School were intricately involved in developing the PD plans for the SIG Project. These teachers and IB coordinators determined the needs of the current staff and forecasted the needs of potentially new staff. PD will be assessed with each period of this grant project. The project design team met for four weeks.

The Wilson's leadership team meets on a weekly basis for two and a half hours. For the development of this plan, the leadership teams met five times, including two all day sessions. Leadership team members included South Zone School Chief, Principal of Wilson Magnet High School, IB Academy directors, Assistant Principals and IB Coordinators.

**2.1.ii Pre-Implementation Events**

<b>PLANNED EVENT</b>	<b>RATIONALE</b>	<b>DELIVERY AGENT</b>	<b>MEASURABLE OUTCOMES</b>	<b>OUTCOME ANALYSIS AND REPORTING</b>
Professional Development Summer Institute for IB Teachers – 2 days in June and 2 days in August.	Address the instructional needs to implement the common core curriculum and IB curriculum. As well as support student academic progress.	District IBO Trainers	Build capacity to sustain the level of IBO authorized training by building a team of turnkey teacher leaders to provide the necessary training in the years beyond the life of the grant	Teacher Feedback Agendas from Common Planning periods Agendas from Grade Level Meetings
IB Subject Area Training –	Support teacher content knowledge of the IB curriculum in specific content area.	IBO Trainers	Increase number of sections of courses offered, increasing access and equity for students who traditional did have access to IB courses Increased numbers of students taking IB exams Increased numbers of students earning IB certificates	Course Allocations Student Course Enrollment Numbers In Exam Reports IB certificates awarded annually
IB Category 3 Training	To sustain the implementation of the IB MYP and DP program addressing developing authentic assessments, interdisciplinary teaching, common core, and differentiating instruction to support student access and achievement.	IBO Trainers	Increased numbers of sections of IB courses Increased access to IB classes Increased knowledge base of teachers and strengthen instruction within the classroom. Increased scores on IB assessments	Course Allocations Student Course Enrollment Numbers In Exam Reports ificates awarded annually
Common Core Professional Development	To sustain the implementation of the IB MYP and DP program addressing developing authentic assessments, interdisciplinary teaching, common core, and differentiating instruction to support student access and	TBD	Ensure the alignment of instruction with the Common Core To ensure explicit instruction that prepares students for the high stakes tests needed to graduate in NYS. To provide content area teachers with the strategies and skills necessary to close the achievement gap of students.	Disaggregated data from the NYS Assessments Annual growth scores of teachers. A rating of effective earned by the building principal.

	achievement.			
Professional Development in Restorative Practices	Wilson is transforming into a Restorative Practices high school. The partnership with PIRI (Partners In Restorative Initiatives) lays the foundation for the schools behavior management and student code of conduct	PIRI	The establishment and sustainability of a learning environment that is conducive to learning. A common language that creates high behavioral expectations and responses that are understood and embraced by the entire school's community.	Follow up -Climate Survey – parents, students faculty, administration and staff Attendance trend data Suspension trend data Drop out trend data
Literacy Instructional Strategies		area colleges.		

The IB MYP process of curriculum review follows a seven-year cycle. This includes an investigation (research) year, three years of curriculum review meetings and document development managed by the MYP team in IB Global Centre, The Hague, and three years of implementation of the subject guide in schools before the cycle begins again. Therefore, additional PD will be required of all MYP teachers, per IB. This will be allocated with SIG funding.

The changes proposed as part of the “MYP: The next chapter” project will result in all guides being published in 2014, including revised versions of those published in 2012. The seven-year review cycle will be reintroduced in all subject groups after 2014 and will be synchronized with the DP curriculum review schedule.

Subject	Publication of next revised guide	Publication of following revised guide
Humanities	2014	2022
Language B	2014	2019
Arts	2014	2020
Language A	2014	2019
Mathematics	2014	2020
Personal project	2014	2021
Physical and health education	2014	2021
Sciences	2014	2021
Technology	2014	2021
MYP guide to interdisciplinary teaching and learning	2014	2021
MYP: From principles into practice	2014	2021

**2.I.iii Implementation Period Events**

<b>PLANNED EVENT</b>	<b>RATIONALE</b>	<b>DELIVERY AGENT</b>	<b>MEASURABLE OUTCOMES</b>	<b>OUTCOME ANALYSIS AND REPORTING</b>
Professional Development Summer Institute for IB Teachers	Address the instructional needs to implement the common core curriculum and IB curriculum. As well as support student academic progress.	District IBO Trainers	Build capacity to sustain the level of IBO authorized training by building a team of turnkey teacher leaders to provide the necessary training in the years beyond the life of the grant	Teacher Feedback Agendas from Common Planning periods Agendas from Grade Level Meetings
IB Subject Area Training	Support teacher content knowledge of the IB curriculum in specific content area.	IBO Trainers	Increase number of sections of courses offered, increasing access and equity for students who traditional did have access to IB courses Increased numbers of students taking IB exams Increased numbers of students earning IB certificates	Course Allocations Student Course Enrollment Numbers In Exam Reports IB certificates awarded annually
IB Category 3 Training	To sustain the implementation of the IB MYP and DP program addressing developing authentic assessments, interdisciplinary teaching, common core, and differentiating instruction to support student access and achievement.	IBO Trainers	Increased numbers of sections of IB courses Increased access to IB classes Increased knowledge base of teachers and strengthen instruction within the classroom. Increased scores on IB assessments	Course Allocations Student Course Enrollment Numbers In Exam Reports IB certificates awarded annually
Common Core Professional Development	To sustain the implementation of the IB MYP and DP program addressing developing authentic assessments, interdisciplinary teaching, common core, and differentiating instruction to support student access and achievement.	TBD	Ensure the alignment of instruction with the Common Core To ensure explicit instruction that prepares students for the high stakes tests needed to graduate in NYS. To provide content area teachers with the strategies and skills necessary to close the achievement gap of students.	Disaggregated data from the NYS Assessments Annual growth scores of teachers. A rating of effective earned by the building principal.
Professional	Wilson is transforming into a	PRRI	The establishment and sustainability of	Follow up -Climate Survey –

Development in Restorative Practices	Restorative Practices high school. The partnership with PIRI (Partners In Restorative Initiatives) lays the foundation for the schools behavior management and student code of conduct	a learning environment that is conducive to learning. A common language creates high behavioral expectations, responses that are understood & embraced by entire school's community.	parents, students faculty, administration and staff Attendance trend data Suspension trend data Drop out trend data
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**2.I.iv Schedule and Plan for Regular Evaluation**

Evaluation will be based on Diagnostic tool and as outlined in School CEP.

**2.J. COMMUNICATION AND STAKEHOLDER INVOLVEMENT/ENGAGEMENT**

**2.J.i Updating Stakeholders on SIG Implementation**

There are three parents on Wilson High School's SBPT. The School's student achievement data is a standing agenda item each month. PTSA Meetings are held monthly. The principal holds informal parent meetings. Data updates are also provided through Town Hall meetings, Student Orientation, welcome back celebration and by mail.

**2.K PROJECT PLAN AND TIMELINE**

**2.K.i Goals and Key Strategies for the Pre-Implementation Period**

See Chart

**2.K.ii Specific Actions/Activities That Are Aligned to Pre-Implementation Work**

<p><b>GOAL I:</b> Implement a whole-school change model to transform Joseph C. Wilson Magnet High School from a school with an IB program to a full IB World School that promotes access and equity for all students with the academic rigor and vigor to prepare all students to compete and be successful in the global Society.</p>			
<p><b>KEY STRATEGY I: DATA DRIVEN DECISIONS TO INFORM AND DRIVE THE TRANSFORMATION</b></p>			
<b>ACTIVITIES</b>	<b>TIMELINE</b>	<b>ACCOUNTABLE PERSON/GROUP</b>	
Disaggregate and share data with stake holders. Identify concerns, opportunities for improvement and issues related to the school's transformation. Revisit the established protocol for providing feedback.	Ongoing, via email, mailings home, parent meetings and monthly faculty meetings April –August 2013	Grant Manager, Principal, School Based Planning Team, School Based Leadership Team	
Collect, revisit and disaggregate baseline data from NYS	April –August 2013	Accountability, Grant Manager, Principal, School	

ELA, Math, Exams and other assessments cited in the evaluation plan		Based Planning Team, School Based Leadership Team
Assess impact on standardized tests and other measures cited in the evaluation plan.	April –August 2013	Accountability, Grant Manager, Principal, School Based Planning Team, School Based Leadership
<b>KEY STRATEGY 2: Building Capacity to ensure access and equity to rigorous IB course offerings for all students.</b>		
<b>ACTIVITIES</b>	<b>TIMELINE</b>	<b>RESPONSIBILITIES</b>
Provide opportunities for teachers to have targeted, embedded professional development that strengthen their effectiveness in the classroom	April –August 2013	Grant Manager, Principal, School Based Planning Team, School Based Leadership Team
Provide the school base leadership team with professional development that increases their observation and evaluation knowledge and skill set.	April –August 2013	RCSD, Grant Manager, Principal, School Chief
Teachers use common planning time and department meetings to review pieces of student work, data, units of studies and identify students in need of additional support and match the resources available to student need.	April –August 2013	Principal, School Chief, School Based Leadership Team
Establish baselines.	April –August 2013	RCSD, Accountability, Grant Manager, School Chief, Principal
Conduct quarterly and annual surveys and reports.	April –August 2013	Grant Manager, School Chief, Principal
<b>GOAL II: Expand student learning time and opportunities through the restructuring of the school day and calendar year, adding approximately 300 student contact hours resulting in an increase in student achievement by the end of year three.</b>		
<b>KEY STRATEGY : CREATE EXPANDED LEARNING OPPORTUNITIES FOR STUDENTS AND STAFF</b>		
<b>MILESTONES</b>	<b>TIMELINE</b>	<b>RESPONSIBILITIES</b>
A Master Schedule that reflects expanded learning opportunities for students	AUGUST 2013	Principal, School Based Leadership Team, Registrar
Summer Professional Development Academy for teachers	SUMMER 2013	School Based Leadership Team, Principal, Chief, Grant Manager
<b>GOAL III: Develop a comprehensive professional development program for teachers, emphasizing Common Core curriculum, authorized IB training, and data-driven instructional strategies to meet the NYS Regents Reform Agenda goals by the end of Year Three.</b>		
<b>KEY STRATEGY 1: PLAN AND IMPLEMENT PROFESSIONAL DEVELOPMENT (PD) SESSIONS</b>		
Review classroom observations & evaluations, walkthroughs, growth scores, student data, and design PD to meet needs of teachers and administrators	APRIL – AUGUST 2013	Chief of Schools, Principal, School Based Leadership Team, Grant Manager
<b>KEY STRATEGY 2: ASSESS IMPACT OF PROFESSIONAL DEVELOPMENT ON TEACHING &amp; LEARNING, ADMINISTRATOR TEACHER PRACTICE.</b>		
Evaluating PD through teacher surveys, attendance, feedback, classroom school observations, evaluations, growth scores and walk-throughs conducted by building level team district level directors.	THROUGHOUT THE GRANT PERIOD	RCSD Directors, Deputy Superintendents, Chief of Schools, Principal, Peer Reviewers, School Based Leadership Team

**2.K.iii Identify/describe the goals & key strategies for Year-1 implementation period (September 1, 2013, to August 31, 2014).**  
 See Chart below:

**2.K.iv Early Indicators of Successful SIG Plan Implementation**

Identify the “early wins” that will serve as early indicators of a successful SIG plan implementation and foster increased buy-in and support for the plan.

Graduation Rate of 70%, 2009 Cohort	Projected each June & revised in August
Master Schedule and staffing completed	August, 2013
30% of all teachers and 70% of administrators trained in Common Core Curriculum and IB.	August 2013

**2.K.v Leading Indicators of Success**

Identify the leading indicators of success that will be examined on no less than a quarterly basis. Describe how these data indicators will be collected, how and who will analyze them, and how and to whom they will be reported.

Student Attendance	Spa Data	Attendance Team, Counselors, Principal	Meetings: Faculty, SBPT, Chief of Schools
Student Report Cards	Chancery	Administrators, Counselors, Parents, Teachers	Mail, common planning, department meetings
Formative assessments	Teachers	Administrators, teachers, students	Students, parents
Pieces of student work	Teachers, students	Administrators, teachers, students	Parents, students
Walk-through observations	Administrators	Administrators, teachers	Principal, Chief of Schools HCI
Observations	Administrators	Administrators, teachers	Principal, Chief of Schools HCI
PD calendar	IB Coord.	Administrators, teachers, SBPT	Principal, Chief of Schools HCI, SBPT

**2.K.vi Goals and Strategies for Year-Two and Year-Three**

**GOAL I:** Implement a whole-school change model to transform Joseph C. Wilson Magnet High School from a school with an IB program to a full IB World School that promotes access and equity for all students with the academic rigor and vigor to prepare all students to compete and be successful in the global Society.

**KEY STRATEGY I: DATA DRIVEN DECISIONS TO INFORM AND DRIVE THE TRANSFORMATION**

ACTIVITIES	TIMELINE	ACCOUNTABLE PERSON/GROUP
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Analyze, disaggregate and disseminate data to inform instruction, structuring student support and allocation of resources	Ongoing, via email, mailings home, parent meetings , monthly faculty meetings Years 1 – 3	Grant Manager, Principal, School Based Planning Team, School Based Leadership Team
Collect, revisit and disaggregate current and historical data from NYS ELA, Math, Exams and other assessments cited in the evaluation plan	Years 1 – 3	Accountability, Grant Manager, Principal, School Based Planning Team, School Based Leadership Team
Assess impact on standardized tests, Professional development and expanded learning and other measures cited in the evaluation plan.	Years 1 – 3	Accountability, Grant Manager, Principal, School Based Planning Team, School Based Leadership Team
<b>KEY STRATEGY 2: Building Capacity to ensure access and equity to rigorous IB course offerings for all students.</b>		
<b>ACTIVITIES</b>	<b>TIMELINE</b>	<b>RESPONSIBILITIES</b>
Provide opportunities for teachers to have targeted, embedded prof dev that strengthen their effectiveness in the classroom	Years 1 – 3	Grant Manager, Principal, School Based Planning Team, School Based Leadership Team, Network Team
Provide the school base leadership team with professional development that increases their observation and evaluation knowledge and skill set that leads to improved instruction. A strong leadership team that effectively coaches and improve teacher practice using APPR to evaluate them.	Years 2 – 3	School Chief, Grant Manager, Principal, Assistant Principals, Network Team, School Chief, peer reviewers
Teachers will use common planning time and department meetings to review pieces of student work, data, units of studies to identify students in need of additional support and match the resources available to the student need.	Years 1 – 3	Principal, School Chief, School Based Leadership Team
Establish benchmarks and systemic progress monitoring and student growth targets.	Years 1 – 3	RCS D, Accountability, Grant Manager, School Chief, Principal
Conduct quarterly and annual surveys and reports.	Years 1 – 3	Grant Manager, School Chief, Principal
<b>GOAL II: Expand student learning time and opportunities through the restructuring of the school day and calendar year, adding approximately 300 student contact hours resulting in an increase in student achievement by the end of year three.</b>		

**KEY STRATEGY: ENHANCE MASTER SCHEDULE TO ADD OPPORTUNITY FOR CREDIT-BEARING CLASS.**

MILESTONES	TIMELINE	RESPONSIBILITIES
Master Schedule reflects expanded learning	Years 2 – 3	Principal, School Based Leadership Team, Registrar
Summer Prof Dev. Academy for teachers	Years 2 – 3	School Based Leadership Team, Principal, Chief, Grant Manager
<p><b>GOAL III:</b> Develop a comprehensive professional development program for teachers, emphasizing Common Core curriculum, authorized IB training, and data-driven instructional strategies to meet the NYS Regents Reform Agenda goals by the end of Year 3.</p>		
<p><b>KEY STRATEGY 1: PLAN AND IMPLEMENT PROFESSIONAL DEVELOPMENT (PD) SESSIONS</b></p>		
Review classroom observations & evaluations, walkthroughs, growth scores, student data, to design PD to meet needs of teachers and administrators	Years 2 – 3	Chief of Schools, Principal, School Based Leadership Team, Grant Manager
<p><b>KEY STRATEGY 2: assess impact of professional development on teaching &amp; learning, administrator teacher practice.</b></p>		
Evaluate PD: teacher surveys, attendance, feedback, classroom and school observations, evaluations, growth scores, walk-throughs conducted by building level and district level personnel	THROUGHOUT THE GRANT PERIOD	RCSD Directors, Deputy Superintendents, Chief of Schools, Principal, Peer Reviewers, School Based Leadership Team

## **Assurances and Waivers for Federal Discretionary Program Funds**

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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.

### **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

### **New York State Assurances and Certifications (For discretionary grant programs only)**

- Appendix A
- Appendix A-1G
- Appendix A-2

### **Waiver for the use of Title I Funding for Whole School Programs**

If the LEA identified in this application is a Title I school for specific targeted activities only, signing the certification on the application cover page acts as a waiver request to use specific targeted activity funds from this grant for whole-school change programming.

### ASSURANCES – NON-CONSTRUCTION PROGRAMS

**Note:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the Education Department Program Contact listed in the Application. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

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 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 subagreements.
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.
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 structure.
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.

New York State Education Department:  
Local Education Agency (LEA) 1003(g) School Improvement Grant Application  
Under 1003(g) of the Elementary and Secondary Education Act of 1965

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

## **CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS**

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 subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

### **2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**ED 80-0013, as amended by the New York State Education Department**

## **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions**

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 which 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.

**Section 1.01 ED 80-0014, as amended by the New York State Education Department**

## New York State Education Department General Education Provisions Act Assurances

These assurances are required by the General Education Provisions Act for certain programs funded by the U.S. Department of Education. These assurances are not applicable to certain programs, such as the No Child Left Behind Act. If you have any questions, please contact NYSED.

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.

**New York State Education Department  
No Child Left Behind Act Assurances**

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 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.

## **Section 1.02**

### Article II. 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).

## **APPENDIX A**

### **STANDARD CLAUSES FOR NYS CONTRACTS**

The parties to the attached contract, license, lease, amendment or other agreement of any kind (hereinafter, "the contract" or "this contract") agree to be bound by the following clauses which are hereby made a part of the contract (the word "Contractor" herein refers to any party other than the State, whether a contractor, licenser, licensee, lessor, lessee or any other party):

**1. EXECUTORY CLAUSE.** In accordance with Section 41 of the State Finance Law, the State shall have no liability under this contract to the Contractor or to anyone else beyond funds appropriated and available for this contract.

**2. NON-ASSIGNMENT CLAUSE.** In accordance with Section 138 of the State Finance Law, this contract may not be assigned by the Contractor or its right, title or interest therein assigned, transferred, conveyed, sublet or otherwise disposed of without the State's previous written consent, and attempts to do so are null and void. Notwithstanding the foregoing, such prior written consent of an assignment of a contract let pursuant to Article XI of the State Finance Law may be waived at the discretion of the contracting agency and with the concurrence of the State Comptroller where the original contract was subject to the State Comptroller's approval, where the assignment is due to a reorganization, merger or consolidation of the Contractor's business entity or enterprise. The State retains its right to approve an assignment and to require that any Contractor demonstrate its responsibility to do business with the State. The Contractor may, however, assign its right to receive payments without the State's prior written consent unless this contract concerns Certificates of Participation pursuant to Article 5-A of the State Finance Law.

**3. COMPTROLLER'S APPROVAL.** In accordance with Section 112 of the State Finance Law (or, if this contract is with the State University or City University of New York, Section 355 or Section 6218 of the Education Law), if this contract exceeds \$50,000 (or the minimum thresholds agreed to by the Office of the State Comptroller for certain S.U.N.Y. and C.U.N.Y. contracts), or if this is an amendment for any amount to a contract which, as so amended, exceeds said statutory amount, or if, by this contract, the State agrees to give something other than money when the value or reasonably estimated value of such consideration exceeds \$10,000, it shall not be valid, effective or binding upon the State until it has been approved by the State Comptroller and filed in his office. Comptroller's approval of contracts let by the Office of General Services is required when such contracts exceed \$85,000 (State Finance Law Section 163.6.a).

**4. WORKERS' COMPENSATION BENEFITS.** In accordance with Section 142 of the State Finance Law, this contract shall be void and of no force and effect unless the Contractor shall provide and maintain coverage during the life of this contract for the benefit of such employees as are required to be covered by the provisions of the Workers' Compensation Law.

**5. NON-DISCRIMINATION REQUIREMENTS.** To the extent required by Article 15 of the Executive Law (also known as the Human Rights Law) and all other State and Federal statutory and constitutional non-discrimination provisions, the Contractor will not discriminate against any employee or applicant for employment because of race, creed, color, sex, national origin, sexual orientation, age, disability, genetic predisposition or carrier status, or marital status. Furthermore, in accordance with Section 220-e of the Labor Law, if this is a contract for the construction, alteration or repair of any public building or public work or for the manufacture, sale or distribution of materials, equipment or supplies, and to the extent that this contract shall be performed within the State of New York, Contractor agrees that neither it nor its subcontractors shall, by reason of race, creed, color, disability, sex, or national origin: (a) discriminate in hiring against any New York State citizen who is qualified and available to perform the work; or (b) discriminate against or intimidate any employee hired for the performance of work under this contract. If this is a building service contract as defined in Section 230 of the Labor Law, then, in accordance with Section 239 thereof, Contractor agrees that neither it nor its subcontractors shall by reason of race, creed, color, national origin, age, sex or disability: (a) discriminate in hiring against any New York State citizen who is qualified and available to perform the work; or (b) discriminate against or intimidate any employee hired for the performance of work under this contract. Contractor is subject to fines of \$50.00 per person per day for any violation of Section 220-e or Section 239 as well as possible termination of this contract and forfeiture of all moneys due hereunder for a second or subsequent violation.

**6. WAGE AND HOURS PROVISIONS.** If this is a public work contract covered by Article 8 of the Labor Law or a building service contract covered by Article 9 thereof, neither Contractor's employees nor the employees of its subcontractors may be required or permitted to work more than the number of hours or days stated in said statutes, except as otherwise provided in the Labor Law and as set forth in prevailing wage and supplement schedules issued by the State Labor Department. Furthermore, Contractor and its subcontractors must pay at least the prevailing wage rate and pay or provide the prevailing supplements, including the premium rates for

overtime pay, as determined by the State Labor Department in accordance with the Labor Law. Additionally, effective April 28, 2008, if this is a public work contract covered by Article 8 of the Labor Law, the Contractor understands and agrees that the filing of payrolls in a manner consistent with Subdivision 3-a of Section 220 of the Labor Law shall be a condition precedent to payment by the State of any State approved sums due and owing for work done upon the project.

**7. NON-COLLUSIVE BIDDING CERTIFICATION.** In accordance with Section 139-d of the State Finance Law, if this contract was awarded based upon the submission of bids, Contractor affirms, under penalty of perjury, that its bid was arrived at independently and without collusion aimed at restricting competition. Contractor further affirms that, at the time Contractor submitted its bid, an authorized and responsible person executed and delivered to the State a non-collusive bidding certification on Contractor's behalf.

**8. INTERNATIONAL BOYCOTT PROHIBITION.** In accordance with Section 220-f of the Labor Law and Section 139-h of the State Finance Law, if this contract exceeds \$5,000, the Contractor agrees, as a material condition of the contract, that neither the Contractor nor any substantially owned or affiliated person, firm, partnership or corporation has participated, is participating, or shall participate in an international boycott in violation of the federal Export Administration Act of 1979 (50 USC App. Sections 2401 et seq.) or regulations thereunder. If such Contractor, or any of the aforesaid affiliates of Contractor, is convicted or is otherwise found to have violated said laws or regulations upon the final determination of the United States Commerce Department or any other appropriate agency of the United States subsequent to the contract's execution, such contract, amendment or modification thereto shall be rendered forfeit and void. The Contractor shall so notify the State Comptroller within five (5) business days of such conviction, determination or disposition of appeal (2NYCRR 105.4).

**9. SET-OFF RIGHTS.** The State shall have all of its common law, equitable and statutory rights of set-off. These rights shall include, but not be limited to, the State's option to withhold for the purposes of set-off any moneys due to the Contractor under this contract up to any amounts due and owing to the State with regard to this contract, any other contract with any State department or agency, including any contract for a term commencing prior to the term of this contract, plus any amounts due and owing to the State for any other reason including, without limitation, tax delinquencies, fee delinquencies or monetary penalties relative thereto. The State shall exercise its set-off rights in accordance with normal State

practices including, in cases of set-off pursuant to an audit, the finalization of such audit by the State agency, its representatives, or the State Comptroller.

**10. RECORDS.** The Contractor shall establish and maintain complete and accurate books, records, documents, accounts and other evidence directly pertinent to performance under this contract (hereinafter, collectively, "the Records"). The Records must be kept for the balance of the calendar year in which they were made and for six (6) additional years thereafter. The State Comptroller, the Attorney General and any other person or entity authorized to conduct an examination, as well as the agency or agencies involved in this contract, shall have access to the Records during normal business hours at an office of the Contractor within the State of New York or, if no such office is available, at a mutually agreeable and reasonable venue within the State, for the term specified above for the purposes of inspection, auditing and copying. The State shall take reasonable steps to protect from public disclosure any of the Records which are exempt from disclosure under Section 87 of the Public Officers Law (the "Statute") provided that: (i) the Contractor shall timely inform an appropriate State official, in writing, that said records should not be disclosed; and (ii) said records shall be sufficiently identified; and (iii) designation of said records as exempt under the Statute is reasonable. Nothing contained herein shall diminish, or in any way adversely affect, the State's right to discovery in any pending or future litigation.

**11. IDENTIFYING INFORMATION AND PRIVACY NOTIFICATION.** (a) FEDERAL EMPLOYER IDENTIFICATION NUMBER and/or FEDERAL SOCIAL SECURITY NUMBER. All invoices or New York State standard vouchers submitted for payment for the sale of goods or services or the lease of real or personal property to a New York State agency must include the payee's identification number, i.e., the seller's or lessor's identification number. The number is either the payee's Federal employer identification number or Federal social security number, or both such numbers when the payee has both such numbers. Failure to include this number or numbers may delay payment. Where the payee does not have such number or numbers, the payee, on its invoice or New York State standard voucher, must give the reason or reasons why the payee does not have such number or numbers.

(b) PRIVACY NOTIFICATION. (1) The authority to request the above personal information from a seller of goods or services or a lessor of real or personal property, and the authority to maintain such information, is found in Section 5 of the State Tax Law. Disclosure of this information by the seller or lessor to the State is mandatory. The principal purpose for which the information is collected is to enable the State to identify individuals, businesses and others

who have been delinquent in filing tax returns or may have understated their tax liabilities and to generally identify persons affected by the taxes administered by the Commissioner of Taxation and Finance. The information will be used for tax administration purposes and for any other purpose authorized by law. (2) The personal information is requested by the purchasing unit of the agency contracting to purchase the goods or services or lease the real or personal property covered by this contract or lease. The information is maintained in New York State's Central Accounting System by the Director of Accounting Operations, Office of the State Comptroller, 110 State Street, Albany, New York 12236.

**12. EQUAL EMPLOYMENT OPPORTUNITIES FOR MINORITIES AND WOMEN.**

In accordance with Section 312 of the Executive Law, if this contract is: (i) a written agreement or purchase order instrument, providing for a total expenditure in excess of \$25,000.00, whereby a contracting agency is committed to expend or does expend funds in return for labor, services, supplies, equipment, materials or any combination of the foregoing, to be performed for, or rendered or furnished to the contracting agency; or (ii) a written agreement in excess of \$100,000.00 whereby a contracting agency is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon; or (iii) a written agreement in excess of \$100,000.00 whereby the owner of a State assisted housing project is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon for such project, then:

(a) The Contractor will not discriminate against employees or applicants for employment because of race, creed, color, national origin, sex, age, disability or marital status, and will undertake or continue existing programs of affirmative action to ensure that minority group members and women are afforded equal employment opportunities without discrimination. Affirmative action shall mean recruitment, employment, job assignment, promotion, upgradings, demotion, transfer, layoff, or termination and rates of pay or other forms of compensation;

(b) at the request of the contracting agency, the Contractor shall request each employment agency, labor union, or authorized representative of workers with which it has a collective bargaining or other agreement or understanding, to furnish a written statement that such employment agency, labor union or representative will not discriminate on the basis of race, creed, color, national origin, sex, age, disability or marital status and that such union or representative will affirmatively

cooperate in the implementation of the contractor's obligations herein; and

(c) the Contractor shall state, in all solicitations or advertisements for employees, that, in the performance of the State contract, all qualified applicants will be afforded equal employment opportunities without discrimination because of race, creed, color, national origin, sex, age, disability or marital status. Contractor will include the provisions of "a", "b", and "c" above, in every subcontract over \$25,000.00 for the construction, demolition, replacement, major repair, renovation, planning or design of real property and improvements thereon (the "Work") except where the Work is for the beneficial use of the Contractor. Section 312 does not apply to: (i) work, goods or services unrelated to this contract; or (ii) employment outside New York State; or (iii) banking services, insurance policies or the sale of securities. The State shall consider compliance by a contractor or subcontractor with the requirements of any federal law concerning equal employment opportunity which effectuates the purpose of this section. The contracting agency shall determine whether the imposition of the requirements of the provisions hereof duplicate or conflict with any such federal law and if such duplication or conflict exists, the contracting agency shall waive the applicability of Section 312 to the extent of such duplication or conflict. Contractor will comply with all duly promulgated and lawful rules and regulations of the Governor's Office of Minority and Women's Business Development pertaining hereto.

**13. CONFLICTING TERMS.** In the event of a conflict between the terms of the contract (including any and all attachments thereto and amendments thereof) and the terms of this Appendix A, the terms of this Appendix A shall control.

**14. GOVERNING LAW.** This contract shall be governed by the laws of the State of New York except where the Federal supremacy clause requires otherwise.

**15. LATE PAYMENT.** Timeliness of payment and any interest to be paid to Contractor for late payment shall be governed by Article 11-A of the State Finance Law to the extent required by law.

**16. NO ARBITRATION.** Disputes involving this contract, including the breach or alleged breach thereof, may not be submitted to binding arbitration (except where statutorily authorized), but must, instead, be heard in a court of competent jurisdiction of the State of New York.

**17. SERVICE OF PROCESS.** In addition to the methods of service allowed by the State Civil Practice Law & Rules ("CPLR"), Contractor hereby consents to service of process upon it by registered or certified mail, return receipt requested. Service hereunder shall be complete upon Contractor's actual receipt of process or upon the State's

receipt of the return thereof by the United States Postal Service as refused or undeliverable. Contractor must promptly notify the State, in writing, of each and every change of address to which service of process can be made. Service by the State to the last known address shall be sufficient. Contractor will have thirty (30) calendar days after service hereunder is complete in which to respond.

**18. PROHIBITION ON PURCHASE OF TROPICAL HARDWOODS.** The Contractor certifies and warrants that all wood products to be used under this contract award will be in accordance with, but not limited to, the specifications and provisions of Section 165 of the State Finance Law, (Use of Tropical Hardwoods) which prohibits purchase and use of tropical hardwoods, unless specifically exempted, by the State or any governmental agency or political subdivision or public benefit corporation. Qualification for an exemption under this law will be the responsibility of the contractor to establish to meet with the approval of the State.

In addition, when any portion of this contract involving the use of woods, whether supply or installation, is to be performed by any subcontractor, the prime Contractor will indicate and certify in the submitted bid proposal that the subcontractor has been informed and is in compliance with specifications and provisions regarding use of tropical hardwoods as detailed in §165 State Finance Law. Any such use must meet with the approval of the State; otherwise, the bid may not be considered responsive. Under bidder certifications, proof of qualification for exemption will be the responsibility of the Contractor to meet with the approval of the State.

**19. MACBRIDE FAIR EMPLOYMENT PRINCIPLES.** In accordance with the MacBride Fair Employment Principles (Chapter 807 of the Laws of 1992), the Contractor hereby stipulates that the Contractor either (a) has no business operations in Northern Ireland, or (b) shall take lawful steps in good faith to conduct any business operations in Northern Ireland in accordance with the MacBride Fair Employment Principles (as described in Section 165 of the New York State Finance Law), and shall permit independent monitoring of compliance with such principles.

**20. OMNIBUS PROCUREMENT ACT OF 1992.** It is the policy of New York State to maximize opportunities for the participation of New York State business enterprises, including minority and women-owned business enterprises as bidders, subcontractors and suppliers on its procurement contracts.

Information on the availability of New York State subcontractors and suppliers is available from:  
NYS Department of Economic Development  
Division for Small Business  
30 South Pearl St -- 7th Floor

Albany, New York 12245  
Telephone: 518-292-5220  
Fax: 518-292-5884  
<http://www.empire.state.ny.us>

A directory of certified minority and women-owned business enterprises is available from:

NYS Department of Economic Development  
Division of Minority and Women's Business Development  
30 South Pearl St -- 2nd Floor  
Albany, New York 12245  
Telephone: 518-292-5250  
Fax: 518-292-5803  
<http://www.empire.state.ny.us>

The Omnibus Procurement Act of 1992 requires that by signing this bid proposal or contract, as applicable, Contractors certify that whenever the total bid amount is greater than \$1 million:

(a) The Contractor has made reasonable efforts to encourage the participation of New York State Business Enterprises as suppliers and subcontractors, including certified minority and women-owned business enterprises, on this project, and has retained the documentation of these efforts to be provided upon request to the State;

(b) The Contractor has complied with the Federal Equal Opportunity Act of 1972 (P.L. 92-261), as amended;

(c) The Contractor agrees to make reasonable efforts to provide notification to New York State residents of employment opportunities on this project through listing any such positions with the Job Service Division of the New York State Department of Labor, or providing such notification in such manner as is consistent with existing collective bargaining contracts or agreements. The Contractor agrees to document these efforts and to provide said documentation to the State upon request; and

(d) The Contractor acknowledges notice that the State may seek to obtain offset credits from foreign countries as a result of this contract and agrees to cooperate with the State in these efforts.

**21. RECIPROCITY AND SANCTIONS PROVISIONS.** Bidders are hereby notified that if their principal place of business is located in a country, nation, province, state or political subdivision that penalizes New York State vendors, and if the goods or services they offer will be substantially produced or performed outside New York State, the Omnibus Procurement Act 1994 and 2000 amendments (Chapter 684 and Chapter 383, respectively) require that they be denied contracts which they would otherwise obtain. NOTE: As of May 15, 2002, the list of discriminatory jurisdictions subject to this provision includes the states of South Carolina, Alaska, West Virginia, Wyoming, Louisiana and Hawaii. Contact NYS

Department of Economic Development for a current list of jurisdictions subject to this provision.

**22. COMPLIANCE WITH NEW YORK STATE INFORMATION SECURITY BREACH AND NOTIFICATION ACT.** Contractor shall comply with the provisions of the New York State Information Security Breach and Notification Act (General Business Law Section 899-aa; State Technology Law Section 208).

**23. COMPLIANCE WITH CONSULTANT DISCLOSURE LAW.** If this is a contract for consulting services, defined for purposes of this requirement to include analysis, evaluation, research, training, data processing, computer programming, engineering, environmental, health, and mental health services, accounting, auditing, paralegal, legal or similar services, then, in accordance with Section 163 (4-g) of the State Finance Law (as amended by Chapter 10 of the Laws of 2006), the Contractor shall timely, accurately and properly comply with the requirement to submit an annual employment report for the contract to the agency that awarded the contract, the Department of Civil Service and the State Comptroller.

**24. PROCUREMENT LOBBYING.** To the extent this agreement is a "procurement contract" as defined by State Finance Law Sections 139-j and 139-k, by signing this agreement the contractor certifies and affirms that all disclosures made in accordance with State Finance Law Sections 139-j and 139-k are complete, true and accurate. In the event such certification is found to be intentionally false or intentionally incomplete, the State may terminate the agreement by providing written notification to the Contractor in accordance with the terms of the agreement.

**25. CERTIFICATION OF REGISTRATION TO COLLECT SALES AND COMPENSATING USE TAX BY CERTAIN STATE CONTRACTORS, AFFILIATES AND SUBCONTRACTORS.**

To the extent this agreement is a contract as defined by Tax Law Section 5-a, if the contractor fails to make the certification required by Tax Law Section 5-a or if during the term of the contract, the Department of Taxation and Finance or the covered agency, as defined by Tax Law 5-a, discovers that the certification, made under penalty of perjury, is false, then such failure to file or false certification shall be a material breach of this contract and this contract may be terminated, by providing written notification to the Contractor in accordance with the terms of the agreement, if the covered agency determines that such action is in the best interest of the State.

November, 2010

## APPENDIX A-1 G

### General

- A. In the event that the Contractor shall receive, from any source whatsoever, sums the payment of which is in consideration for the same costs and services provided to the State, the monetary obligation of the State hereunder shall be reduced by an equivalent amount provided, however, that nothing contained herein shall require such reimbursement where additional similar services are provided and no duplicative payments are received.
- B. This agreement is subject to applicable Federal and State Laws and regulations and the policies and procedures stipulated in the NYS Education Department Fiscal Guidelines found at <http://www.nysed.gov/cafe/>.
- C. For each individual for whom costs are claimed under this agreement, the contractor warrants that the individual has been classified as an employee or as an independent contractor in accordance with 2 NYCRR 315 and all applicable laws including, but not limited to, the Internal Revenue Code, the New York Retirement and Social Security Law, the New York Education Law, the New York Labor Law, and the New York Tax Law. Furthermore, the contractor warrants that all project funds allocated to the proposed budget for Employee Benefits, represent costs for employees of the contractor only and that such funds will not be expended on any individual classified as an independent contractor.
- D. Any modification to this Agreement that will result in a transfer of funds among program activities or budget cost categories, but does not affect the amount, consideration, scope or other terms of this Agreement must be approved by the Commissioner of Education and the Office of the State Comptroller when:
  - a. The amount of the modification is equal to or greater than ten percent of the total value of the contract for contracts of less than five million dollars; or
  - b. The amount of the modification is equal to or greater than five percent of the total value of the contract for contracts of more than five million dollars.
- E. Funds provided by this contract may not be used to pay any expenses of the State Education Department or any of its employees.

### Terminations

- A. The State may terminate this Agreement without cause by thirty (30) days prior written notice. In the event of such termination, the parties will adjust the accounts due and the Contractor will undertake no additional expenditures not already required. Upon any such termination, the parties shall endeavor in an orderly manner to wind down activities hereunder.

### Safeguards for Services and Confidentiality

- A. Any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department. The material prepared under the terms of this agreement by the Contractor shall be prepared by the Contractor in a form so that it will be ready for copyright in the name of the New York State Education Department. Should the Contractor use the services of consultants or other organizations or individuals who are not regular employees of the Contractor, the Contractor and such organization or individual shall, prior to the performance of any work pursuant to this agreement, enter into a written agreement, duly executed, which shall set forth the services to be provided by such organization or individual and the consideration therefor. Such agreement shall provide that any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department and that such work shall be prepared in a form ready for copyright by the New York State Education Department. A copy of such agreement shall be provided to the State.
- B. All reports of research, studies, publications, workshops, announcements, and other activities funded as a result of this proposal will acknowledge the support provided by the State of New York.
- C. This agreement cannot be modified, amended, or otherwise changed except by a written agreement signed by all parties to this contract.
- D. No failure to assert any rights or remedies available to the State under this agreement shall be considered a waiver of such right or remedy or any other right or remedy unless such waiver is contained in a writing signed by the party alleged to have waived its right or remedy.

- E. Expenses for travel, lodging, and subsistence shall be reimbursed in accordance with the policies stipulated in the aforementioned Fiscal guidelines.
- F. No fees shall be charged by the Contractor for training provided under this agreement.
- G. Nothing herein shall require the State to adopt the curriculum developed pursuant to this agreement.
- H. All inquiries, requests, and notifications regarding this agreement shall be directed to the Program Contact or Fiscal Contact shown on the Grant Award included as part of this agreement.
- I. This agreement, including all appendices, is, upon signature of the parties and the approval of the Attorney General and the State Comptroller, a legally enforceable contract. Therefore, a signature on behalf of the Contractor will bind the Contractor to all the terms and conditions stated therein.
- J. The parties to this agreement intend the foregoing writing to be the final, complete, and exclusive expression of all the terms of their agreement.

## Appendix A-2

### **American Recovery and Reinvestment Act of 2009 (ARRA)** ADDITIONAL CONTRACT RECORD KEEPING REQUIREMENTS

This contract, is funded, in whole or in part, by the American Recovery and Reinvestment Act of 2009 (ARRA). The United States Office of Management and Budget (OMB) has released, "Implementing Guidance for Reports on Use of Funds Pursuant to the American Recovery and Reinvestment Act of 2009." (M-09-21) This guidance provides detailed information on reporting requirements included in Section 1512 of the Recovery Act.

Recipient vendors receiving ARRA funding will be required to submit quarterly information which will include at a minimum the following information:

- Vendor name and zip code of Vendor headquarters;
- Expenditures (per quarter and cumulative);
- Expenditure description; and
- Estimates on jobs created or retained via the expenditure of these funds by the Vendor.

Additional data may be required from vendors as a result of guidance issued by OMB.

Vendors will be required to submit the ARRA data in a form and format to be determined by the New York State Education Department (NYSED). NYSED anticipates that the reporting information will be provided to Vendors no later than August 30th. There will be no additional compensation for this reporting activity and it is anticipated that the Quarterly Reporting forms will be required in both paper and electronic formats.

An employee of any non-federal employer receiving ARRA funds may not be discharged, demoted, otherwise discriminated against as a reprisal for disclosing to law enforcement and other officials information that the employee reasonably believes is evidence of:

- Gross mismanagement;
- Gross waste of covered funds;
- A danger to public health and safety;
- An abuse of authority; or
- A violation of law.

Attachment A  
Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application 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/title are affirming that appropriate consultation has occurred. (The signature does not indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed and submitted to NYSED on this form.

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink) <i>Myraan Rider</i>		If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Type or print name Deborah Rider		
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink) <i>Adam Urbanski</i>	<i>1-25-13</i>	If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Type or print name Adam Urbanski		
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink) <i>M Addame</i>	<i>1-25-13</i>	If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Type or print name Candice Lucas		

Rochester City School District Wilson Magnet High School Attachment D - (1003g) Budget Summary Chart

<b>Agency Code</b>	2	6	1	6	0	0	1	0	0	00
<b>Agency Name</b>	Rochester City School District Joseph C. Wilson Magnet High School									

Pre-implementation Period (April 1, 2013 - August 31, 2013)		
Categories	Code	Costs
Professional Salaries	15	329,709
Support Staff Salaries	16	5,510
Purchased Services	40	72,388
Supplies and Materials	45	114,600
Travel Expenses	46	102,780
Employee Benefits	80	79,910
Indirect Cost (IC)	90	25,274
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
<b>Total</b>		730,171

Year 1 Implementation Period (September 1, 2013 - August 31, 2014)		
Categories	Code	Costs
Professional Salaries	15	645,218
Support Staff Salaries	16	7,110
Purchased Services	40	56,211
Supplies and Materials	45	153,189
Travel Expenses	46	144,221
Employee Benefits	80	217,794
Indirect Cost (IC)	90	45,278
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
<b>Total</b>		1,269,021

Year 2 Implementation Period (September 1, 2014 - August 31, 2015 - for Turnaround, Restart, and Transformation models only)		
Categories	Code	Costs
Professional Salaries	15	821,310
Support Staff Salaries	16	7,110
Purchased Services	40	56,211
Supplies and Materials	45	153,170
Travel Expenses	46	144,220
Employee Benefits	80	264,459
Indirect Cost (IC)	90	53,520
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
<b>Total</b>		1,500,000

Year 3 Implementation Period (September 1, 2015 - August 31, 2016 - for Turnaround, Restart, and Transformation models only)		
Categories	Code	Costs
Professional Salaries	15	580,044
Support Staff Salaries	16	7,110
Purchased Services	40	56,211
Supplies and Materials	45	82,433
Travel Expenses	46	38,000
Employee Benefits	80	200,523
Indirect Cost (IC)	90	35,680
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
<b>Total</b>		1,000,000

Total Project Period (April 1, 2013 - August 31, 2016 for Turnaround, Restart, and Transformation OR April 1, 2013 - August 31, 2014 for Closure models)		
Categories	Code	Costs
Professional Salaries	15	2,376,280
Support Staff Salaries	16	26,840
Purchased Services	40	241,021
Supplies and Materials	45	503,392
Travel Expenses	46	429,221
Employee Benefits	80	762,686
Indirect Cost (IC)	90	159,752
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
<b>Total Project Budget</b>		4,499,192

**Local Agency Information**

**Funding Source:** Title I 1003(g) School Improvement Grant

**Report Prepared By:** Karen Jacobs, Director of Financial Management and Grants

**Agency Name:** Rochester City School District  
 Joseph C. Wilson Magnet High School

**Mailing Address:** 131 West Broad Street

Street		
Rochester	NY	14614
City	State	Zip Code

**Telephone # of  
 Report Preparer:** 585-262-8435

**County:** Monroe

**E-mail Address:** Karen.Jacobs@rcsdk12.org /

**Project Funding Dates:** 4/1/2013 8/31/2013  
 Start End

**INSTRUCTIONS**

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.





PURCHASED SERVICES			
Subtotal - Code 40			\$72,388
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
IB Workshop Fees \$800 per person; 4 teachers	IB	800 x 4	\$3,200
Literacy Initiative fees to host pilot training for teachers	Area Colleges selected via RFP process	\$20,000.00	\$20,000
<b>District Set Aside: Consultant for Common Core Training</b>		\$49,188.00	\$49,188

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$114,600
Description of Item	Quantity	Unit Cost	Proposed Expenditure
			\$0
5 class sets of student response systems	5.00	\$1,800.00	\$9,000
mobile laptop systems for 4 IB courses	4.00	\$25,000.00	\$100,000
<b>IB Jumpstart Summer Institute supplies for students</b>			\$3,000
Teacher Summer PD Institute materials			\$1,000
Student Regents Review books	80.00	\$20.00	\$1,600

TRAVEL EXPENSES				
			Subtotal - Code 46	\$102,780
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures	
PD #1: 9 teachers: 2 Lang. A; 2 history, 2 math, 3 science	St. Pete, FL. IBCategory 1,2,3 DP Workshop June 25 -28, 2013	Registration: \$800; Hotel: \$180 x4 nights=720 pp ; Airfare:\$ 350 Misc.: 200	\$18,630	
PD #2: 1 Spanish teacher	IB Language B-Ab Intitio Language Acqisition Spanish, Toronto, Canada, July 5-7	Registration: \$800; Hotel: \$200 x2 nights=400 pp ;Mileage:\$ 180 Misc.: 150	\$1,500	
PD #3: 1 French teacher	IB Language B-Ab Intitio Language Acquisition French Montezuma, NM July 22-26	Registration: \$800; Hotel: \$180 x5 nights=900 pp; Airfare\$450 Misc.: 150	\$2,300	
Pd #4: 8 adminstrators to IB DP Continuim Category 3	IB July 7-10, 2013 Austin Texas	Registration: \$800; Hotel: \$180 x4 nights=720 pp ; Airfare:\$ 450; Misc. \$200	\$17,360	
PD #5: 12 teachers and 9 administrators, July 10-13, 2013 \$800 registration	IB Continuum Next Chapter Creating Inclusive Enviroments Category 3 Workshops, Category 1, 2, and 3 MYP Workshops, Austin Texas, July 10-13 Category 1, 2, and 3 DP	Registration: \$800; Hotel: \$180 x5 nights=900 pp ; Airfare:\$ 450 Misc.: 200	\$49,350	
PD #6: 1 Hunanities and 1 Science teachers	Humanities and Science Workshops, Toronto, Canada, July 29-31	Registration: \$800; Hotel: \$200 x3 nights=600 pp ;Mileage:\$ 120 Misc.: 200	\$3,440	
1 off-campus trip per grade (250 students per grade) May- June.	First Student	\$10 x 250 students x4 grades	\$10,000	
Teachers and staff for IB training, school visits	Local travel reimbursement at .565 cents per mile = 354 miles	200	\$200	

Employee Benefits			
		Subtotal - Code 80	\$79,910
Benefit		Proposed Expenditure	
Social Security			\$25,644
Retirement	New York State Teachers		\$37,917
	New York State Employees		\$1,030
	Other - Pension		
Health Insurance			\$6,101
Worker's Compensation			\$6,202
Unemployment Insurance			\$3,017
Other(Identify)			
Civil Service Life Insurance			\$0

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) **Manual Entry	\$683,080
B.	Approved Restricted Indirect Cost Rate	3.70%
C.	Subtotal - Code 90	\$25,274

For your information, maximum direct cost base = \$704,897.28

To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding \$25,000 and any flow through funds.







**BUDGET SUMMARY**

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	329,709
Support Staff Salaries	16	5,510
Purchased Services	40	72,388
Supplies and Materials	45	114,600
Travel Expenses	46	102,780
Employee Benefits	80	79,910
Indirect Cost	90	25,274
BOCES Services	49	0
Minor Remodeling	30	0
Equipment	20	0
Grand Total		730,171

*Handwritten initials: EHS*

Agency Code: **261600010000**

Project #: \_\_\_\_\_

Contract #: \_\_\_\_\_

Agency Name: **Rochester City School District Joseph C. Wilson Magnet High School**

**CHIEF ADMINISTRATOR'S CERTIFICATION**

*I hereby certify that the requested budget amounts are necessary for the implementation of this project and that this agency is in compliance with applicable Federal and State laws and regulations.*

1/25/13 \_\_\_\_\_  
Date Signature

**Bolgen Vargas, Ed.D., Superintendent**  
Name and Title of Chief Administrative Officer

**FOR DEPARTMENT USE ONLY**

Funding Dates: \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Program Approval: \_\_\_\_\_ Date: \_\_\_\_\_

<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Voucher #	_____	First Payment

Finance: Logged \_\_\_\_\_ Approved \_\_\_\_\_ MIR \_\_\_\_\_

**Local Agency Information**

<b>Funding Source:</b>	Title I 1003(g) School Improvement Grant	
<b>Report Prepared By:</b>	Karen Jacobs, Director of Financial Management and Grants	
<b>Agency Name:</b>	Rochester City School District Joseph C. Wilson Magnet High School	
<b>Mailing Address:</b>	131 West Broad Street	
	Street	
	Rochester	NY 14614
	City	State Zip Code
<b>Telephone # of Report Preparer:</b>	585-262-8435	<b>County:</b> Monroe
<b>E-mail Address:</b>	Karen.Jacobs@rcsdk12.org /	
<b>Project Funding Dates:</b>	9/1/2013 Start	8/31/2014 End

**INSTRUCTIONS**

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

 ORIGINAL

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$645,218
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
<b>Professional Development</b>			\$0
2 day (12 hour) Expanded Learning training for 95 teachers		\$33 per hour	\$37,620
IB Backward Mapping for 25 teachers@ 6 hours		\$33 per hour	\$9,900
IB Common Core Curriculum Writing 28 tchrs x 15 hours after school		\$33 per hour	\$13,860
120 sub days to cover IB training workshops		\$184 day	\$22,080
1 Day/6 hr per day (6 hours June) Instructional Strategies for 90 teachers		\$33 per hour	\$17,820
IB Program Implementation Manager based on \$92,500	1.00	\$92,500	\$92,500
3 teachers for local one-day IB training (\$33 per hour x 6 hrx3 staff)		\$594	\$594
Summer Expanded Learning –Student IB Jump Start Institute (200 ) 30 teachers x14 days x 3 hrs per day \$2,170 pp		\$155 per hour	\$65,100
Summer stipend for 7 school counselor for transcript review, data analysis review of 4-year plans, parent informaiton dissemination. (2 S&FSC + 5 school) . 4, 6-hour days		\$33	\$5,544
District set-aside: .5 Chief of School Transformation	0.50	\$135,000	\$67,500
Extended Learning Stipends for teachers (75 minutes per daysx4 days pers week = 5 hours per week x 34 weeks = 170 hours per year x 30 teachers @ \$37 per hour =			\$188,700
Extended Learning Stipends for 10 teachers to teach a credit-bearing class during 1 additional period per day based on \$62,000	2.00	\$62,000	\$124,000



PURCHASED SERVICES			
Subtotal - Code 40			\$56,211
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
IB Workshop Registration Fee \$800 pp x 4 teachers	IB	\$800 pp	\$3,200
Literacy Initiative fees:	Area College	\$10,000.00	\$10,000
IB Moderator fees for 216 students	IB	\$684 x 8 subjects = \$5,472+ \$67 per student	\$19,944
District-wide consultant for Common Core Training	TBA	\$23,067.00	\$23,067

SUPPLIES AND MATERIALS			
Subtotal - Code 45			<b>\$153,189</b>
Description of Item	Quantity	Unit Cost	Proposed Expenditure
			\$0
5 class sets of student response systems	5.00	\$1,800.00	\$9,000
mobile laptop systems for 3 IB courses (25 laptops per class set)	75.00	\$1,000.00	\$75,000
Laptop Cart, printer, etc.	3.00	\$3,000.00	\$9,000
Graphing calculators	50.00	\$100.00	\$5,000
Misc. supplies: calculator batteries, projector bulbs, extension cords	200.00		\$1,260
Electronic Databases Licensing Fee: Turnitin	450 students	(\$2.10 pp) \$945+\$700	\$1,645
Electronic Databases Licensing Fee: Managebac	450 students	\$9.60 pp	\$4,320
Electronic Databases Licensing Fee: Questia	450 students	(\$2.10 pp) \$945+\$700	\$1,645
Electronic Databases Licensing Fee: JStor	450 students	\$1,500.00	\$1,500
<b>IB Jumpstart Summer Institute</b>			\$3,000
<i>Library Books, movies, and Reference Materials for teacher Professional Development (IB materials for different subject areas, international mindedness, inquirv learning international education)</i>			\$2,000
<i>(IB materials for different subject areas, international mindedness, inquiry learning, international education)</i>			
Student Review Books	80.00	\$20.00	\$1,600

MYP <b>Mathematics</b> : <i>Multicultural Posters (3 sets each Year)</i>		\$450.00	\$450
MYP Fine Arts: Art process journals		\$2,700.00	\$2,700
MYP Art supplies (paints, pencils, paper, paint brushes, glue, rulers)		\$3,300.00	\$3,300

TRAVEL EXPENSES				
			Subtotal - Code 46	\$144,220
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures	
PD MYP #1: 3 teachers: 1 Lang. A; 1ELL; 1 MYP Coordinator	IB Alexandria, VA. Category 3 Gopal and Lang. A Assessment Workshop Oct. 5 -7, 2013	Registration: \$800; Hotel: \$180 x4 nights=720 pp ; Airfare:\$ 350 Misc.: 200 = \$2,070	\$2,070	
PD MYP #2: 5 teachers: 1 Math, 1 PE, 1 Tech, 1 Level 4, 1 Level 5	IB MYP Assessments and Real Deal Los Angeles, CA Oct. 19-21, 3 days	Registration: \$800; Hotel: \$200 x4 nights=800 pp ; Airfare\$450 Misc.: 200 = \$2,250	\$11,250	
PD MYP #3: 6 staff 1 Level 4, 1 Level 5, 2 Admins, 1 DP Coord, 1 MYP Coord	IB Authentic Assessments and Common Core, Salt Lake City, UT Nov. 2-4	Registration: \$800; Hotel: \$180 x4 nights=720 pp; Airfare\$450 Misc.: 200 = \$2,170 pp	\$13,020	
PD MYP #4: 4 staff: 1 Level 4, 1 Level 5, 2 coordinators	IB Learner Profile- TBA	\$2,000 each	\$8,000	
<b>PD DP #1: 2 teachers:</b>	IB Alexandria, VA. Category 3 Theory of Knowledge Workshop Oct. 5 -7, 2013	Registration: \$800; Hotel: \$180 x4 nights=720 pp ; Airfare:\$ 350 Misc.: 200 = \$2,070	\$4,140	
<b>PD DP #2: 4 staff: 1 MYP Coor, 1 DP Coord, 1 Principal, 1 IB Manager</b>	Category 3 DP Continuum Workshops, Los Angeles, CA, Oct. 19-21	Registration: \$800; Hotel: \$200 x4 nights=800 pp Airfare \$450 Misc.: 200= \$2250 pp	\$9,000	
<b>PD DP #3: 1 librarians</b>	IB Category 3 Library MYP and DP Workshop Nov. 16-18, 2013 Portland, OR	Registration: \$800; Hotel: \$180 x4 nights=720 pp ; Airfare:\$450 Misc.: 200 = \$2,170	\$2,170	
<b>PD DP #4: 4 teachers</b>	IB Category 1-3 Music Workshop Nov. 16-18, 2013 Portland, OR	Registration: \$800; Hotel: \$180 x4 nights=720 pp ; Airfare:\$450 Misc.: 200 = \$2,170	\$8,680	
<b>PD DP #5: 6 Staff</b>	IB Category 3: Common Sense, Dec. 7-9, Pittsburg, PA	Registration: \$800; Hotel: \$180 x4 nights=720 pp ; Airfare:\$ 350; Misc. \$200 = \$2,170	\$13,020	
<b>PD DP #6: 1 ITGS teacher</b>	IB Category 3: Field Work and ITGS, Dec. 7-9, Pittsburg, PA	Registration: \$800; Hotel: \$180 x4 nights=720 pp ; Airfare:\$ 350; Misc. \$200 = \$2,170	\$2,170	

<b>PD DP #7: 10 staff:</b>	IP DP Category 1, 2,3: all subjects, Dec. 4--7, St. Pete, FL	Registration: \$800; Hotel: \$180 x5 nights=900 pp ; Airfare:\$ 350; Misc. \$200 = \$2,250	\$22,500
Teachers and staff for BOCES training, school visits	Local travel reimbursement at .565 cents per mile	200	\$200
1 off-campus trip per grade (250 students per grade) May-June.	First Student	2500x4	\$10,000
Expanded Learning/IB Projects/Expeditions - Student Field Trips	First Student	1000x\$38	\$38,000

Employee Benefits		
Subtotal - Code 80		\$217,794
Benefit		Proposed Expenditure
Social Security		\$49,903
Retirement	New York State Teachers	\$104,848
	New York State Employees	\$1,458
	Other - Pension	
Health Insurance		\$44,625
Worker's Compensation		\$10,437
Unemployment Insurance		\$6,523
Other(Identify)		
Civil Service Life Insurance		\$0

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) **Manual Entry	\$1,223,742
B.	Approved Restricted Indirect Cost Rate	3.70%
C.	Subtotal - Code 90	\$45,278

For your information, maximum direct cost base = \$1,223,742.10

To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding \$25,000 and any flow through funds.







**BUDGET SUMMARY**

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	645,218
Support Staff Salaries	16	7,110
Purchased Services	40	56,211
Supplies and Materials	45	153,189
Travel Expenses	46	144,220
Employee Benefits	80	217,794
Indirect Cost	90	45,278
BOCES Services	49	0
Minor Remodeling	30	0
Equipment	20	0
<b>Grand Total</b>		<b>1,269,021</b>

W EHS

Agency Code:

Project #:

Contract #:

Agency Name:

**FOR DEPARTMENT USE ONLY**

Funding Dates: \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Program Approval: \_\_\_\_\_ Date: \_\_\_\_\_

<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____
_____	_____	_____

Voucher # \_\_\_\_\_ First Payment \_\_\_\_\_

**CHIEF ADMINISTRATOR'S CERTIFICATION**

*I hereby certify that the requested budget amounts are necessary for the implementation of this project and that this agency is in compliance with applicable Federal and State laws and regulations.*

1/25/13 

Date \_\_\_\_\_ Signature \_\_\_\_\_

**Bolgen Vargas, Ed.D., Superintendent**

**Name and Title of Chief Administrative Officer**

Finance: Logged \_\_\_\_\_ Approved \_\_\_\_\_ MIR \_\_\_\_\_

Equipment	20	0
Grand Total		730,171

<b>SALARIES FOR PROFESSIONAL STAFF</b>			
BUDGET NARRATIVE YEAR ONE PERIOD Subtotal - Code 15			\$645,218
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
<b><u>Professional Development</u></b>			\$0
2 day (12 hour) Expanded Learning training for 95 teachers		\$33 per hour	\$37,620
IB Backward Mapping for 25 teachers@ 6 hours		\$33 per hour	\$9,900
IB Common Core Curriculum Writing 28 tchrs x 15 hours after school		\$33 per hour	\$13,860
120 sub days to cover IB training workshops		\$184 day	\$22,080
1 Day/6 hr per day (6 hours June) Instructional Strategies for 90 teachers		\$33 per hour	\$17,820
IB Program Implementation Manager based on \$92,500	1.00	\$92,500	\$92,500
3 teachers for local one-day IB training (\$33 per hour x 6 hrx3 staff)		\$594	\$594
Summer Expanded Learning –Student IB Jump Start Institute (200 ) 30 teachers x14 days x 3 hrs per day \$2,170 pp		\$155 per hour	\$65,100
Summer stipend for 7 school counselor for transcript review, data analysis review of 4-year plans, parent informaiton dissemination. (2 S&FSC + 5 school) . 4, 6-hour days		\$33	\$5,544
District set-aside: .5 Chief of School Transformation	0.50	\$135,000	\$67,500
Extended Learning Stipends for teachers (75 minutes per daysx4 days pers week = 5 hours per week x 34 weeks = 170 hours per year x 30 teachers @ \$37 per hour =			\$188,700

Extended Learning Stipends for 10 teachers to teach a credit-bearing class during 1 additional period per day based on \$62,000	2.00	\$62,000	\$124,000
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<b>SALARIES FOR SUPPORT STAFF</b>			
BUDGET NARRATIVE YEAR ONE PERIOD Subtotal - Code 16			\$7,110
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
-			\$0
School-based clerical overtime @\$20 hrs per hour		5 hrs per week x 36 weeks	\$3,600
2.5 days (15 hour) staff orientation for 13 paraprofessionals/teaching assistants.		\$18/hour	\$3,510

<b>PURCHASED SERVICES</b>			
BUDGET NARRATIVE YEAR ONE PERIOD Subtotal - Code 40			\$56,211
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
IB Workshop Registration Fee \$800 pp x 4 teachers	IB	\$800 pp	\$3,200
Literacy Initiative fees:	Area College	\$10,000.00	\$10,000
IB Moderator fees for 216 students	IB	\$684 x 8 subjects = \$5,472+ \$67 per student	\$19,944
District-wide consultant for Common Core Training	TBA	\$23,067.00	\$23,067

<b>SUPPLIES AND MATERIALS</b>			
BUDGET NARRATIVE YEAR ONE PERIOD Subtotal - Code 45			\$153,189
Description of Item	Quantity	Unit Cost	Proposed Expenditure

-			\$0
5 class sets of student response systems	5.00	\$1,800.00	\$9,000
mobile laptop systems for 3 IB courses (25 laptops per class set)	75.00	\$1,000.00	\$75,000
Laptop Cart, printer, etc.	3.00	\$3,000.00	\$9,000
Graphing calculators	50.00	\$100.00	\$5,000
Misc. supplies: calculator batteries, projector bulbs, extension cords	200.00		\$1,260
Electronic Databases Licensing Fee: Turnitin	450 students	(\$2.10 pp) \$945+\$700	\$1,645
Electronic Databases Licensing Fee: Managebac	450 students	\$9.60 pp	\$4,320
Electronic Databases Licensing Fee: Questia	450 students	(\$2.10 pp) \$945+\$700	\$1,645
Electronic Databases Licensing Fee: JStor	450 students	\$1,500.00	\$1,500
<b>IB Jumpstart Summer Institute</b>			\$3,000
<i>Library Books, movies, and Reference Materials for teacher Professional Development (IB materials for different subject areas, international mindedness, inquiry learning, international education)</i>			\$2,000
<i>(IB materials for different subject areas, international mindedness, inquiry learning, international education)</i>			
Student Review Books	80.00	\$20.00	\$1,600
MYP <b>Mathematics</b> : Multicultural Posters (3 sets each Year)		\$450.00	\$450

MYP Fine Arts: Art process journals		\$2,700.00	\$2,700
MYP Art supplies (paints, pencils, paper, paint brushes, glue, rulers)		\$3,300.00	\$3,300
MYP Music: Music keyboards for Music Composition		\$370.00	\$370
MYP Physical Education: Flip cameras for PE (assessment criterion D)		\$500.00	\$500
<i>MYP Language A: Writing journals</i>		\$2,500.00	\$2,500
MYP Language A: Literature posters		\$200.00	\$200
<i>MYP Language B: Posters, motivational supplies, games</i>		\$180.00	\$180
<b><u>Social Studies/Humanities</u></b>			
Historical Readers (\$30 x 8 sets for 8 teachers)		\$7,200.00	\$7,200
Atlas (\$8.00 X 8 sets for 8 teachers)		\$1,920.00	\$1,920
Cultures form Around the World posters	3 sets each year	\$150.00	\$150
Basic Concepts in History posters	3 sets each year	\$150.00	\$150
Hungry Planet		\$180.00	\$180
Geography Games: 5 sets first 2 years, 2 sets year 3		\$300.00	\$300
<b><u>International Mindedness</u></b>			
Hungry Planet Posters and activities guide			
<i>Cultures form Around the World posters</i>		\$173.00	\$173

- Material World: 1 set year 1 and 2		\$190.00	\$190
- People Around the World: 1 set year 1 and 2		\$360.00	\$360
Culture Kits: 1 set year 1 and Year 2		\$910.00	\$910
<b><u>IB DP Science supplies:</u></b>			
Thermocycler	1.00	\$3,000.00	\$3,000
LabQuest 2 Interface 12	12.00	\$329.00	\$3,948
LabQuest 2 stand	12.00	\$12.00	\$144
LabQuest 2 armor	15.00	\$12.00	\$180
LabQuest Viewer	49.00	\$2.00	\$98
EKG sensor, Vernier	4.00	\$161.00	\$644
Oxygen Gas sensor, Vernier	4.00	\$188.00	\$752
Dissolved Oxygen sensor, Vernier	4.00	\$209.00	\$836
Light Sensor, Vernier	4.00	\$60.00	\$240
Microscope Updates	20.00	\$250.00	\$5,000
Electronic Balances (0.01 precision):	4.00	\$411.00	\$1,644

TRAVEL EXPENSES			
BUDGET NARRATIVE YEAR ONE PERIOD Subtotal - Code 46			\$144,220
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
PD MYP #1: 3 teachers: 1 Lang. A; 1ELL; 1 MYP Coordinator	IB Alexandria, VA. Category 3 Gobal and Lang. A Assessment Workshop Oct. 5 -7, 2013	Registration: \$800; Hotel: \$180 x4 nights=720 pp ; Airfare:\$ 350 Misc.: 200 = \$2,070	\$2,070
PD MYP #2: 5 teachers: 1 Math, 1 PE, 1 Tech, 1 Level 4, 1 Level 5	IB MYP Assessments and Real Deal Los Angeles, CA Oct. 19-21, 3 days	Registration: \$800; Hotel: \$200 x4 nights=800 pp ; Airfare\$450 Misc.: 200 = \$2,250	\$11,250
PD MYP #3: 6 staff 1 Level 4, 1 Level 5, 2 Admins, 1 DP Coord, 1 MYP Coord	IB Authentic Assessments and Common Core, Salt Lake City, UT Nov. 2-4	Registration: \$800; Hotel: \$180 x4 nights=720 pp; Airfare\$450 Misc.: 200 = \$2,170 pp	\$13,020
PD MYP #4: 4 staff: 1 Level 4, 1 Level 5, 2 coordinators	IB Learner Profile- TBA	\$2,000 each	\$8,000
PD DP #1: 2 teachers:	IB Alexandria, VA. Category 3 Theory of Knowledge Workshop Oct. 5 -7, 2013	Registration: \$800; Hotel: \$180 x4 nights=720 pp ; Airfare:\$ 350 Misc.: 200 = \$2,070	\$4,140
PD DP #2: 4 staff: 1 MYP Coor, 1 DP Coord, 1 Principal, 1 IB Manager	Category 3 DP Continuum Workshops, Los Angeles, CA, Oct. 19-21	Registration: \$800; Hotel: \$200 x4 nights=800 pp Airefare \$450 Misc.: 200= \$2250 pp	\$9,000
PD DP #3: 1 librarians	IB Category 3Library MYP and DP WorkshopNov. 16-18, 2013 Portland, OR	Registration: \$800; Hotel: \$180 x4 nights=720 pp ; Airfare:\$450 Misc.: 200 = \$2,170	\$2,170
PD DP #4: 4 teachers	IB Category 1-3 Music WorkshopNov. 16-18, 2013 Portland, OR	Registration: \$800; Hotel: \$180 x4 nights=720 pp ; Airfare:\$450 Misc.: 200 = \$2,170	\$8,680

<b>PD DP #5: 6 Staff</b>	IB Category 3: Common Sense, Dec. 7-9, Pittsburg, PA	Registration: \$800; Hotel: \$180 x4 nights=720 pp ; Airfare:\$ 350; Misc. \$200 = \$2,170	\$13,020
<b>PD DP #6: 1 ITGS teacher</b>	IB Category 3: Field Work and ITGS, Dec. 7-9, Pittsburg, PA	Registration: \$800; Hotel: \$180 x4 nights=720 pp ; Airfare:\$ 350; Misc. \$200 = \$2,170	\$2,170
<b>PD DP #7: 10 staff:</b>	IP DP Category 1, 2,3: all subjects, Dec. 4--7, St. Pete, FL	Registration: \$800; Hotel: \$180 x5 nights=900 pp ; Airfare:\$ 350; Misc. \$200 = \$2,250	\$22,500
Teachers and staff for BOCES training, school visits	Local travel reimbursement at .565 cents per mile	200	\$200
1 off-campus trip per grade (250 students per grade) May-June.	First Student	2500x4	\$10,000
Expanded Learning/IB Projects/Expeditions - Student Field Trips	First Student	1000x\$38	\$38,000

<b>Employee Benefits</b>		
BUDGET NARRATIVE YEAR ONE PERIOD Subtotal - Code 80		\$217,794
<b>Benefit</b>		<b>Proposed Expenditure</b>
Social Security 7.65%		\$49,903
<b>Retirement</b>	New York State Teachers 16.25%	\$104,848
	Other - Pension	
<b>Other(Identify)</b>		
Civil Service Life Insurance 10.56	per FTE	\$0

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) **Manual Entry	\$1,223,742
B.	Approved Restricted Indirect Cost Rate	3.70%
C.	BUDGET NARRATIVE YEAR ONE PERIOD Subtotal - Code 90	\$45,278

For your information, maximum direct cost base = \$1,223,742.10

BUDGET NARRATIVE YEAR ONE PERIOD SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	645,218
Support Staff Salaries	16	7,110
Purchased Services	40	56,211
Supplies and Materials	45	153,189
Travel Expenses	46	144,220
Employee Benefits	80	217,794
Indirect Cost	90	45,278
BOCES Services	49	0
Minor Remodeling	30	0
Equipment	20	0
Grand Total		1,269,021

SALARIES FOR PROFESSIONAL STAFF			
BUDGET NARRATIVE YEAR TWO PERIOD Subtotal - Code 15			\$821,311
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
<u>Professional Development</u>			\$0

2 day (12 hour) Expanded Learning training for 95 teachers		\$33 per hour	\$37,620
IB Backward Mapping for 25 teachers @ 6 hours		\$33 per hour	\$9,900
IB Common Core Curriculum Writing 28 tchrs x 15 hours after school		\$33 per hour	\$13,860
120 sub days to cover IB training workshops		\$184 day	\$22,080
1 Day/6 hr per day (6 hours June) Instructional Strategies for 90 teachers		\$33 per hour	\$17,820
IB Program Implementation Manager based on \$92,500	1.00	\$95,275	\$95,275
3 teachers for local one-day IB training (\$33 per hour x 6 hr x 3 staff)		\$594	\$594
Summer Expanded Learning –Student IB Jump Start Institute (200 ) 30 teachers x14 days x 3 hrs per day \$2,170 pp		\$155 per hour	\$65,100
Summer stipend for 7 school counselor for transcript review, data analysis review of 4-year plans, parent informaiton dissemination. (2 S&FSC + 5 school) . 4, 6-hour days		\$33	\$5,544
District set-aside: .5 Chief of School Transformation	0.50	\$139,050	\$139,050.50
Extended Learning Stipends for teachers (75 minutes per days x 4 days pers week = 5 hours per week x 34 weeks = 170 hours per year x 30 teachers @ \$37 per hour =			\$188,700
Extended Learning Stipends for 10 teachers to teach a credit-bearing class during 1 additional period per day based on \$63,860	2.00	\$63,860	\$127,720
3160 hous of PD		\$33	\$98,047

SALARIES FOR SUPPORT STAFF			
BUDGET NARRATIVE YEAR TWO PERIOD Subtotal - Code 16			\$7,110
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
-			\$0

School-based clerical overtime @\$20 hrs per hour		5 hrs per week x 36 weeks	\$3,600
2.5 days (15 hour) staff orientation for 13 paraprofessionals/teaching assistants.		\$18/hour	\$3,510

<b>PURCHASED SERVICES</b>			
BUDGET NARRATIVE YEAR TWO PERIOD Subtotal - Code 40			\$56,211
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
IB Workshop Registration Fee \$800 pp x 4 teachers	IB	\$800 pp	\$3,200
Literacy Initiative fees:	Area College	\$10,000.00	\$10,000
IB Moderator fees for 216 students	IB	\$684 x 8 subjects = \$5,472+ \$67 per student	\$19,944
District-wide consultant for Common Core Training	TBA	\$23,067.00	\$23,067

<b>SUPPLIES AND MATERIALS</b>			
BUDGET NARRATIVE YEAR TWO PERIOD Subtotal - Code 45			\$153,170
Description of Item	Quantity	Unit Cost	Proposed Expenditure
-			\$0
5 class sets of student response systems	5.00	\$1,800.00	\$9,000
mobile laptop systems for 3 IB courses (25 laptops per class set)	75.00	\$1,000.00	\$75,000
Laptop Cart, printer, etc.	3.00	\$3,000.00	\$9,000

Graphing calculators	50.00	\$100.00	\$5,000
Misc. supplies: calculator batteries, projector bulbs, extension cords	200.00		\$1,241
Electronic Databases Licensing Fee: Turnitin	450 students	(\$2.10 pp) \$945+\$700	\$1,645
Electronic Databases Licensing Fee: Managebac	450 students	\$9.60 pp	\$4,320
Electronic Databases Licensing Fee: Questia	450 students	(\$2.10 pp) \$945+\$700	\$1,645
Electronic Databases Licensing Fee: JStor	450 students	\$1,500.00	\$1,500
<b>IB Jumpstart Summer Institute</b>			\$3,000
<i>Library Books, movies, and Reference Materials for teacher Professional Development (IB materials for different subject areas, international mindedness, inquiry learning, international education)</i>			\$2,000
<i>(IB materials for different subject areas, international mindedness, inquiry learning, international education)</i>			
Student Review Books	80.00	\$20.00	\$1,600
MYP <i>Mathematics: Multicultural Posters (3 sets each Year)</i>		\$450.00	\$450
MYP Fine Arts: Art process journals		\$2,700.00	\$2,700
MYP Art supplies (paints, pencils, paper, paint brushes, glue, rulers)		\$3,300.00	\$3,300
MYP Music: Music keyboards for Music Composition		\$370.00	\$370
MYP Physical Education: Flip cameras for PE (assessment criterion D)		\$500.00	\$500

		\$2,500.00	\$2,500
<b><i>MYP Language A: Writing journals</i></b>			
MYP Language A: Literature posters		\$200.00	\$200
<b><i>MYP Language B: Posters, motivational supplies, games</i></b>			
		\$180.00	\$180
<b><u>Social Studies/Humanities</u></b>			
Historical Readers (\$30 x 8 sets for 8 teachers)		\$7,200.00	\$7,200
Atlas (\$8.00 X 8 sets for 8 teachers)		\$1,920.00	\$1,920
Cultures form Around the World posters	3 sets each year	\$150.00	\$150
Basic Concepts in History posters	3 sets each year	\$150.00	\$150
Hungry Planet		\$180.00	\$180
Geography Games: 5 sets first 2 years, 2 sets year 3		\$300.00	\$300
<b><u>International Mindedness</u></b>			
Hungry Planet Posters and activities guide			
<i>Cultures form Around the World posters</i>			
		\$173.00	\$173
	<i>- Material World: 1 set year 1 and 2</i>	\$190.00	\$190
	<i>- People Around the World: 1 set year 1 and 2</i>	\$360.00	\$360
		\$910.00	\$910
<i>Culture Kits: 1 set year 1 and Year 2</i>			
<b><u>IB DP supplies:</u></b>			16482

<b>TRAVEL EXPENSES</b>			
BUDGET NARRATIVE YEAR TWO PERIOD Subtotal - Code 46			\$144,220
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
PD MYP #1: 3 teachers: 1 Lang. A; 1ELL; 1 MYP Coordinator	IB Alexandria, VA. Category 3 Global and Lang. A Assessment Workshop Oct. 5 -7, 2013	Registration: \$800; Hotel: \$180 x4 nights=720 pp ; Airfare:\$ 350 Misc.: 200 = \$2,070	\$2,070
PD MYP #2: 5 teachers: 1 Math, 1 PE, 1 Tech, 1 Level 4, 1 Level 5	IB MYP Assessments and Real Deal Los Angeles, CA Oct. 19-21, 3 days	Registration: \$800; Hotel: \$200 x4 nights=800 pp ; Airfare\$450 Misc.: 200 = \$2,250	\$11,250
PD MYP #3: 6 staff 1 Level 4, 1 Level 5, 2 Admins, 1 DP Coord, 1 MYP Coord	IB Authentic Assessments and Common Core, Salt Lake City, UT Nov. 2-4	Registration: \$800; Hotel: \$180 x4 nights=720 pp; Airfare\$450 Misc.: 200 = \$2,170 pp	\$13,020
PD MYP #4: 4 staff: 1 Level 4, 1 Level 5, 2 coordinators	IB Learner Profile- TBA	\$2,000 each	\$8,000
PD DP #1: 2 teachers:	IB Alexandria, VA. Category 3 Theory of Knowledge Workshop Oct. 5 -7, 2013	Registration: \$800; Hotel: \$180 x4 nights=720 pp ; Airfare:\$ 350 Misc.: 200 = \$2,070	\$4,140
PD DP #2: 4 staff: 1 MYP Coor, 1 DP Coord, 1 Principal, 1 IB Manager	Category 3 DP Continuum Workshops, Los Angeles, CA, Oct. 19-21	Registration: \$800; Hotel: \$200 x4 nights=800 pp Airfare \$450 Misc.: 200= \$2250 pp	\$9,000
PD DP #3: 1 librarians	IB Category 3 Library MYP and DP Workshop Nov. 16-18, 2013 Portland, OR	Registration: \$800; Hotel: \$180 x4 nights=720 pp ; Airfare:\$450 Misc.: 200 = \$2,170	\$2,170
PD DP #4: 4 teachers	IB Category 1-3 Music Workshop Nov. 16-18, 2013 Portland, OR	Registration: \$800; Hotel: \$180 x4 nights=720 pp ; Airfare:\$450 Misc.: 200 = \$2,170	\$8,680

<b>PD DP #5: 6 Staff</b>	IB Category 3: Common Sense, Dec. 7-9, Pittsburg, PA	Registration: \$800; Hotel: \$180 x4 nights=720 pp ; Airfare:\$ 350; Misc. \$200 = \$2,170	\$13,020
<b>PD DP #6: 1 ITGS teacher</b>	IB Category 3: Field Work and ITGS, Dec. 7-9, Pittsburg, PA	Registration: \$800; Hotel: \$180 x4 nights=720 pp ; Airfare:\$ 350; Misc. \$200 = \$2,170	\$2,170
<b>PD DP #7: 10 staff:</b>	IP DP Category 1, 2,3: all subjects, Dec. 4--7, St. Pete, FL	Registration: \$800; Hotel: \$180 x5 nights=900 pp ; Airfare:\$ 350; Misc. \$200 = \$2,250	\$22,500
Teachers and staff for BOCES training, school visits	Local travel reimbursement at .565 cents per mile	200	\$200
1 off-campus trip per grade (250 students per grade) May-June.	First Student	2500x4	\$10,000
Expanded Learning/IB Projects/Expeditions - Student Field Trips	First Student	1000x\$38	\$38,000

Employee Benefits		
BUDGET NARRATIVE YEAR TWO PERIOD Subtotal - Code 80		\$264,459
Benefit	Proposed Expenditure	
Social Security	\$63,374	15 1
<b>Retirement</b>	New York State Teachers \$133,463	7.65% 7.65'
	New York State Employees \$1,458	16.25%
	Other - Pension	20.50'
Health Insurance	\$44,625	12,750 12,75
Worker's Compensation	\$13,255	1.60% 1.60'

Unemployment Insurance	\$8,284	1.00%	1.0
<b>Other(Identify)</b>		26.50%	30.7
Civil Service Life Insurance	\$0	10.56	per F

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) **Manual Entry	\$1,446,480
B.	Approved Restricted Indirect Cost Rate	3.70%
C.	BUDGET NARRATIVE YEAR TWO PERIOD Subtotal - Code 90	\$53,520

For your information, maximum direct cost base = \$1,446,480.11

BUDGET NARRATIVE YEAR TWO PERIOD SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	821,311
Support Staff Salaries	16	7,110
Purchased Services	40	56,211
Supplies and Materials	45	153,170
Travel Expenses	46	144,220
Employee Benefits	80	264,459
Indirect Cost	90	53,520
BOCES Services	49	0
Minor Remodeling	30	0
Equipment	20	0
Grand Total		1,500,000

SALARIES FOR PROFESSIONAL STAFF	
BUDGET NARRATIVE YEAR THREE PERIOD Subtotal - Code 15	\$580,044

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
<b>Professional Development</b>			\$0
2 day (12 hour) Expanded Learning training for 95 teachers		\$33 per hour	\$0
IB Backward Mapping for 25 teachers@ 3 hours		\$33 per hour	\$4,950
IB Common Core Curriculum Writing 28 tchrs x 15 hours after school		\$33 per hour	\$13,860
40 sub days to cover IB training workshops		\$184 day	\$0
1 Day/6 hr per day (6 hours June) Instructional Strategies for 90 teachers		\$33 per hour	\$0
IB Program Implementation Manager based on \$98,133	1.00	\$98,133	\$98,133
3 teachers for local one-day IB training (\$33 per hour x 6 hr x 3 staff)		\$594	\$594
Summer Expanded Learning –Student IB Jump Start Institute (200 ) 30 teachers x 14 days x 3 hrs per day \$2,170 pp		\$155 per hour	\$65,100
Summer stipend for 7 school counselor for transcript review, data analysis review of 4-year plans, parent informaiton dissemination. (2 S&FSC + 5 school) . 4, 6-hour days		\$33	\$5,544
District set-aside: .5 Chief of School Transformation	0.50	\$143,222	\$71,611
Extended Learning Stipends for teachers (75 minutes per days x 4 days pers week = 5 hours per week x 34 weeks = 170 hours per year x 30 teachers @ \$37 per hour =			\$188,700
Extended Learning Stipends for 10 teachers to teach a credit-bearing class during 1 additional period per day based on \$65,776	2.00	\$65,776	\$131,552

<b>SALARIES FOR SUPPORT STAFF</b>			
BUDGET NARRATIVE YEAR THREE PERIOD Subtotal - Code 16			\$7,110
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary

-			\$0
School-based clerical overtime @\$20 hrs per hour		5 hrs per week x 36 weeks	\$3,600
2.5 days (15 hour) staff orientation for 13 paraprofessionals/teaching assistants.		\$18/hour	\$3,510

<b>PURCHASED SERVICES</b>			
BUDGET NARRATIVE YEAR THREE PERIOD Subtotal - Code 40			\$56,211
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
IB Workshop Registration Fee \$800 pp x 4 teachers	IB	\$800 pp	\$3,200
Literacy Initiative fees:	Area College	\$10,000.00	\$10,000
IB Moderator fees for 216 students	IB	\$684 x 8 subjects = \$5,472+ \$67 per student	\$19,944
District-wide consultant for Common Core Training	TBA	\$23,067.00	\$23,067

<b>SUPPLIES AND MATERIALS</b>			
BUDGET NARRATIVE YEAR THREE PERIOD Subtotal - Code 45			\$153,170
Description of Item	Quantity	Unit Cost	Proposed Expenditure
-			\$0
5 class sets of student response systems	5.00	\$1,800.00	\$9,000
mobile laptop systems for 3 IB courses (25 laptops per class set)	75.00	\$1,000.00	\$75,000
Laptop Cart, printer, etc.	3.00	\$3,000.00	\$9,000

Graphing calculators	50.00	\$100.00	\$5,000
Misc. supplies: calculator batteries, projector bulbs, extension cords	200.00		\$1,241
Electronic Databases Licensing Fee: Turnitin	450 students	(\$2.10 pp) \$945+\$700	\$1,645
Electronic Databases Licensing Fee: Managebac	450 students	\$9.60 pp	\$4,320
Electronic Databases Licensing Fee: Questia	450 students	(\$2.10 pp) \$945+\$700	\$1,645
Electronic Databases Licensing Fee: JStor	450 students	\$1,500.00	\$1,500
<b>IB Jumpstart Summer Institute</b>			\$3,000
<i>Library Books, movies, and Reference Materials for teacher Professional Development (IB materials for different subject areas, international mindedness, inquiry learning, international education)</i>			\$2,000
<i>(IB materials for different subject areas, international mindedness, inquiry learning, international education)</i>			
Student Review Books	80.00	\$20.00	\$1,600
MYP <b>Mathematics</b> : Multicultural Posters (3 sets each Year)		\$450.00	\$450
MYP Fine Arts: Art process journals		\$2,700.00	\$2,700
MYP Art supplies (paints, pencils, paper, paint brushes, glue, rulers)		\$3,300.00	\$3,300
MYP Music: Music keyboards for Music Composition		\$370.00	\$370
MYP Physical Education: Flip cameras for PE (assessment criterion D)		\$500.00	\$500

		\$2,500.00	\$2,500
<b><i>MYP Language A: Writing journals</i></b>			
MYP Language A: Literature posters		\$200.00	\$200
<b><i>MYP Language B: Posters, motivational supplies, games</i></b>			
		\$180.00	\$180
<b><u>Social Studies/Humanities</u></b>			
Historical Readers (\$30 x 8 sets for 8 teachers)		\$7,200.00	\$7,200
Atlas (\$8.00 X 8 sets for 8 teachers)		\$1,920.00	\$1,920
Cultures form Around the World posters	3 sets each year	\$150.00	\$150
Basic Concepts in History posters	3 sets each year	\$150.00	\$150
Hungry Planet		\$180.00	\$180
Geography Games: 5 sets first 2 years, 2 sets year 3		\$300.00	\$300
<b><u>International Mindedness</u></b>			
Hungry Planet Posters and activities guide			
<i>Cultures form Around the World posters</i>		\$173.00	\$173
<i>- Material World: 1 set year 1 and 2</i>		\$190.00	\$190
<i>- People Around the World: 1 set year 1 and 2</i>		\$360.00	\$360
<i>Culture Kits: 1 set year 1 and Year 2</i>		\$910.00	\$910
<b><u>IB DP supplies:</u></b>			16482

TRAVEL EXPENSES			
BUDGET NARRATIVE YEAR THREE PERIOD Subtotal - Code 46			\$38,000
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Expanded Learning/IB Projects/Expeditions - Student Field Trips	First Student	1000x\$38	\$38,000

Employee Benefits			
BUDGET NARRATIVE YEAR THREE PERIOD Subtotal - Code 80			\$200,523
Benefit		Proposed Expenditure	
Social Security		\$44,917	
Retirement	New York State Teachers	\$94,257	
	New York State Employees	\$1,458	
	Other - Pension		
Health Insurance		\$44,625	
Worker's Compensation		\$9,394	
Unemployment Insurance		\$5,872	
<b>Other(Identify)</b>			
Civil Service Life Insurance		\$0	

2013-2014 Benef  
 15  
 7.65% 7.65  
 16.25%  
 20.50  
 12,750 12,75  
 1.60% 1.60  
 1.00% 1.00  
 26.50% 30.75  
 10.56 per FT

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) **Manual Entry	\$964,320
B.	Approved Restricted Indirect Cost Rate	3.70%
C.	BUDGET NARRATIVE YEAR THREE PERIOD Subtotal - Code 90	\$35,680

For your information, maximum direct cost base = \$964,320.48

BUDGET NARRATIVE YEAR THREE PERIOD SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	580,044
Support Staff Salaries	16	7,110
Purchased Services	40	56,211
Supplies and Materials	45	82,433
Travel Expenses	46	38,000
Employee Benefits	80	200,523
Indirect Cost	90	35,680
BOCES Services	49	0
Minor Remodeling	30	0
Equipment	20	0
	Grand Total	1,000,000



SALARIES FOR PROFESSIONAL STAFF			
BUDGET NARRATIVE PRE-IMPLEMENTATION PERIOD			Subtotal - Code 15
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
<b>Professional Development</b>			\$0
2.5 day (15 hour) Expanded Learning training for 120 teachers		\$33 per hour	\$59,400
IB Backward Mapping for 50 teachers (April-June) 6 hours		\$33 per hour	\$9,900
IB Common Core Curriculum Writing 48 tchrs x 30 hours after school		\$33 per hour	\$47,520
15 sub days		\$184 day	\$2,760
3 Day/6 hr per day (18 hours in June) IB literacy training for 150 teachers		\$33 per hour	\$89,100
IB Program Implementation Manager based on \$92,500	0.42		\$38,541
3 teachers for one-day IB training (\$33 per hour x 6 hr x 3 staff)		\$594	\$594
Summer Expanded Learning –Student IB Jump Start Institute. 30 teachers x 14 days x 3 hrs per day (42 hours) \$2,170 per teacher		\$155 per teacher per day @1/400	\$65,100
Summer stipend for 7 school counselor for transcript review, data analysis review of 4-year plans, parent information dissemination. (2 S&FSC + 5 school) . 4 6-hour days		\$33	\$5,544
District set-aside: .1 Chief of School Transformation	0.10	\$135,000	\$11,250

SALARIES FOR SUPPORT STAFF			
BUDGET NARRATIVE PRE-IMPLEMENTATION PERIOD			Subtotal - Code 16
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
School-based clerical overtime @\$20 hrs per hour		5 hrs per week x 20 weeks	\$2,000

2.5 days (15 hour) staff orientation for 13 paraprofessionals/teaching assistants.		\$18/hour	\$3,510
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PURCHASED SERVICES			
BUDGET NARRATIVE PRE-IMPLEMENTATION PERIOD			Subtotal - Code 40
			\$72,388
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
IB Workshop Fees \$800 per person; 4 teachers	IB	800 x 4	\$3,200
Literacy Initiative fees to host pilot training for teachers	Area Colleges selected via RFP process	\$20,000.00	\$20,000
<b>District Set Aside: Consultant for Common Core Training</b>		\$49,188.00	\$49,188

SUPPLIES AND MATERIALS			
BUDGET NARRATIVE PRE-IMPLEMENTATION PERIOD			Subtotal - Code 45
			\$114,600
Description of Item	Quantity	Unit Cost	Proposed Expenditure
5 class sets of student response systems	5.00	\$1,800.00	\$9,000
mobile laptop systems for 4 IB courses	4.00	\$25,000.00	\$100,000
<b>IB Jumpstart Summer Institute supplies for students</b>			\$3,000
Teacher Summer PD Institute materials			\$1,000
Student Regents Review books	80.00	\$20.00	\$1,600

<b>TRAVEL EXPENSES</b>			
BUDGET NARRATIVE PRE-IMPLEMENTATION PERIOD			Subtotal - Code 46
			\$102,780
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
PD #1: 9 teachers: 2 Lang. A; 2 history, 2 math, 3 science	St. Pete, FL. IBCategory 1,2,3 DP Workshop June 25 - 28, 2013	Registration: \$800; Hotel: \$180 x4 nights=720 pp ; Airfare:\$ 350 Misc.: 200	\$18,630
PD #2: 1 Spanish teacher	IB Language B-Ab Intitio Language Acqisition Spanish, Toronto, Canada, July 5-7	Registration: \$800; Hotel: \$200 x2 nights=400 pp ;Mileage:\$ 180 Misc.: 150	\$1,500
PD #3: 1 French teacher	IB Language B-Ab Intitio Language Acquisition French Montezuma, NM July 22-26	Registration: \$800; Hotel: \$180 x5 nights=900 pp; Airfare\$450 Misc.: 150	\$2,300
Pd #4: 8 administrators to IB DP Continuum Category 3	IB July 7-10, 2013 Austin Texas	Registration: \$800; Hotel: \$180 x4 nights=720 pp ; Airfare:\$ 450; Misc. \$200	\$17,360
PD #5: 12 teachers and 9 administrators, July 10-13, 2013 \$800 registration	IB Continuum Next Chapter Creating Inclusive Enviroments Category 3 Workshops, Category 1, 2, and 3 MYP Workshops, Austin Texas July 10-13	Registration: \$800; Hotel: \$180 x5 nights=900 pp ; Airfare:\$ 450 Misc.: 200	\$49,350
PD #6: 1 Hunanities and 1 Science teachers	Category 1, 2, and 3 DP Humanities and Science Workshops, Toronto, Canada, July 29-31	Registration: \$800; Hotel: \$200 x3 nights=600 pp ;Mileage:\$ 120 Misc.: 200	\$3,440
1 off-campus trip per grade (250 students per grade) May-June.	First Student	\$10 x 250 students x4 grades	\$10,000
Teachers and staff for IB training, school visits	Local travel reimbursement at .565 cents per mile = 354 miles	200	\$200

<b>Employee Benefits</b>	
BUDGET NARRATIVE PRE-IMPLEMENTATION PERIOD	
Subtotal - Code 80	
\$79,910	
Benefit	Proposed Expenditure

Social Security 7.65%		\$25,644
<b>Retirement</b>	New York State Teachers 11.50%	\$37,917
	New York State Employees 18.70%	\$1,030
	Other - Pension	
Health Insurance \$11,800		\$6,101
Worker's Compensation 1.85%		\$6,202
Unemployment Insurance 0.90%		\$3,017
<b>Other(Identify)</b>		
Civil Service Life Insurance 10.56	per FTE	\$0

<b>INDIRECT COST</b>		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) **Manual Entry	\$683,080
B.	Approved Restricted Indirect Cost Rate	3.70%
C.	BUDGET NARRATIVE PRE-IMPLEMENTATION PERIOD	\$25,274
Subtotal - Code 90		\$25,274

For your information, maximum direct cost base = \$704,897.28

BUDGET NARRATIVE PRE-IMPLEMENTATION PERIOD SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	329,709
Support Staff Salaries	16	5,510
Purchased Services	40	72,388
Supplies and Materials	45	114,600
Travel Expenses	46	102,780
Employee Benefits	80	79,910
Indirect Cost	90	25,274
BOCES Services	49	0
Minor Remodeling	30	0