

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

**Application Cover School Improvement Grants
Application**

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

Cover Page

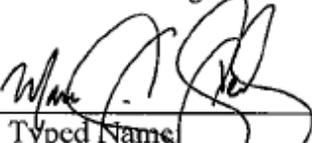
LEA BEDS Code

3	0	5	1	0	0	0	1	0	0	5	1
---	---	---	---	---	---	---	---	---	---	---	---

District: New York City Department of Education	
Address: 52 Chambers Street, New York NY 10007	
Contact Person: Edward Hui, Executive Director, Office of School Development, Division of Portfolio Planning	Telephone: 212 374 5757
Address of Contact: 52 Chambers Street, Room 213, New York, NY 10007	
E-mail Address: EHui@schools.nyc.gov	Fax: 212 374 5760

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

Authorized Signature of Chief School Officer (in blue ink)



Typed Name:
Marc Sternberg, Deputy Chancellor, Division of Portfolio Planning

Date:
May 13, 2011

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

**NYCDOE Central Planning and Support
Table of Contents**

General Information	1
Assurances and Waivers Form	7
Section A: Schools to be Served	8
Section B: Descriptive Information	27
• 1. Capacity to Implement Models of Intervention	28
• 2. Obstacles	51
• 3. Activities for Tier I and II (Timeline)	54
• 4. Baseline data and school plan instructions	82
• 5. Annual goals for Tier I and II	83
• 6. Consultation with Stakeholders	88
• 7. Activities for Tier III (Timeline)	92
• 8. Annual goals for Tier III	98
Appendix A: Baseline Data for Schools Implementing a Model	99
Appendix B: Turnaround Model School Plans	See accompanying file
Appendix B: Restart Model School Plans	See accompanying file
Appendix B: Transformation Model School Plans	See accompanying file
Budget Narrative: School Level Activities Tier I and II Turnaround	133
Budget Narrative: School Level Activities Tier I and II Restart Model	134
Budget Narrative: School Level Activities Tier I and II Transformation Model	137
Budget Narrative: LEA Level Activities Tier I and II Schools	139
Appendix C: Consultation/Collaboration Forms	140
Appendix D: Letters of Commitment	258
Statement of Assurances	261

N.B. The following appendices are submitted as accompanying files:

Appendix B (School Plans by Model)

Appendix E (Restart Addendum)

Appendix F (Sub-group Addendum)

Appendix G (List of NCLB School as Transfer Options; Expedited Competitive Solicitation)

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

General Information

Eligible Applicants

This grant is open to Local Education Agencies (LEAs) receiving Title I, Part A serving one or more of the 67 identified Tier I and II persistently lowest-achieving schools in the State. Although LEAs are required to identify Tier III schools that they commit to serve within this application, SED will prioritize funding for Tier I and Tier II schools. SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully. Priority will be given to LEAs that commit to serve all identified Tier I and Tier II schools, and that demonstrate through their application the strongest commitment and capacity to fully implement the four intervention models and raise student achievement. Please see Commissioner Steiner's Press Release regarding Persistently Lowest-Achieving Schools, at <http://www.oms.nysed.gov/press/PersistentlyLowestAchievingAndSURRDec2010.html> for the complete list of schools.

Funds Available and Award Amounts

LEAs with Tier I and II schools will be able to receive up to \$2 million per school annually to implement a model selected by the LEA and approved by the New York State Education Department (NYSED). SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully. This funding is contingent on the LEA's capacity to implement the selected models and an approved application and budget that includes sufficient funds to implement the selected intervention model fully and effectively in each school. Each grant will be renewable based upon demonstrated success in at least one of the following areas:

- Progress towards meeting achievement goals;
- Progress shown through leading indicators; and/or
- Fidelity of implementation of required model actions.

Funding Period

The proposed funding period is anticipated to be July 1, 2011 through September 30, 2014. Based on USED guidance, awards must be made before July 31, 2011.

Expectations

Through the SIG program, the USED requires State educational agencies (SEAs) to prioritize funding to local educational agencies (LEAs) with the lowest-achieving schools that have the greatest need and demonstrate the strongest commitment to use the funds to significantly raise the achievement of their students. It is USDE's expectation that SIG funds are used for the implementation of one of four rigorous school intervention models—turnaround, restart, school closure, and transformation—in each persistently lowest-achieving school.

Models

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

The New York State Education Department will provide LEAs with SIG grants under 1003(g) to facilitate implementation of one of the following four school intervention models in Tier I and Tier II schools:

- **Turnaround:** Phase out and replace the school with a new school(s) or completely redesign the school, including replacing the principal and at least half the staff.
- **Restart Model:** Either convert a school to a charter school or replace a public school with a new charter school that will serve the students who would have attended the public school. Under certain circumstances, districts may also enter into contracts with the City University of New York or the State University of New York for them to manage public schools.
- **Transformation:** Similar to the turnaround model, but with a requirement for an evaluation of staff effectiveness developed by the LEA in collaboration with teachers and principals that takes into account data on student growth, multiple observation-based assessments, and portfolios of professional activities. Evaluations would serve as the basis for rewarding effective teachers and removing ineffective teachers after ample professional development opportunities. A school that opts for a transformation model does not close but rather remains identified as persistently lowest-achieving until it demonstrates improved academic results.
- **School closure:** Close the school and enroll the students who attended the school in higher achieving schools in the LEA.

For the USDOE description of each of the models, please see:

<http://www.oms.nysed.gov/press/ATTAUSDOETurnaroundModels.2010.htm>

Definitions

LEA - Local Education Agency, typically a public school district or charter school.

SEA - State Education Agency

Tier I, II and III schools - The USED requires each SEA to identify three tiers of schools:

- **Tier I** schools: any Title I that has been identified as persistently lowest-achieving;
- **Tier II** schools: any secondary school that is eligible for but does not receive Title I, Part A funds that has been identified as persistently lowest-achieving;
- **Tier III** schools: any Title I school in improvement, corrective action, or restructuring that is not a Tier I school.

Leading Indicators- detailed in section III of the final requirements, these are the school-level data that must be annually reported to the SEA:

- (1) Number of minutes within the school year;
- (2) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
- (3) Dropout rate;

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

- (4) Student attendance rate;
- (5) Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
- (6) Discipline incidents;
- (7) Truants;
- (8) Distribution of teachers by performance level on an LEA's teacher evaluation system; and
- (9) Teacher attendance rate.

Increased learning time- (A-18 & 19, Guidance on School Improvement Grants):
“Increased learning time” means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition, although the Department encourages LEAs to closely integrate and coordinate academic work between in school and out of school. To satisfy the requirements in Section I.A.2(a)(1)(viii) of the turnaround model and Section I.A.2(d)(3)(i)(A) of the transformation model for providing increased learning time, a before- or after-school instructional program must be available to all students in the school.

Job-imbedded professional development- professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices. Job-embedded professional development is usually characterized by the following:

- It occurs on a regular basis (e.g., daily or weekly);
- It is aligned with academic standards, school curricula, and school improvement goals;
- It involves educators working together collaboratively and is often facilitated by school instructional leaders or school-based professional development coaches or mentors;
- It requires active engagement rather than passive learning by participants; and
- It focuses on understanding what and how students are learning and on how to address students' learning needs, including reviewing student work and

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

achievement data and collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data. Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice. When implemented as part of a turnaround model, job-embedded professional development must be designed with school staff.

Pre-implementation activities - activities that an LEA may carry out using SIG funds in the spring or summer prior to full implementation. Funds for activities that are designed to prepare for full implementation in the 2011-2012 school year come from the LEA's first year SIG grant, which may be no more than \$2 million per school being served with SIG funds. Therefore, the LEA needs to be thoughtful and deliberate when developing its budget. Some examples of possible pre-implementation activities include activities focused on family and community engagement, a rigorous review of external providers, recruitment of staff, selection and implementation of instructional programs, professional development and support for staff, and activities that increase school and district capacity in the areas of data gathering and analysis. As with all SIG funds, funds used for pre-implementation activities may not be used to supplant non-Federal funds. An LEA must continue to provide all non-Federal funds that would have been provided to the school in the absence of SIG funds.

Rule of 9- An LEA with nine or more Tier I and Tier II schools, including both schools that are being served with FY 2009 SIG funds and schools that are eligible to receive FY 2010 SIG funds, may not implement the transformation model in more than 50 percent of those schools. See section II.A.2(b) of the final requirements. Given that the cap only applies to an LEA with nine or more Tier I and Tier II schools, an LEA with, for example, four Tier I schools and four Tier II schools, for a total of eight Tier I and Tier II schools, would not be impacted by the cap. However, an LEA with, for example, seven Tier I schools and two Tier II schools, for a total of nine Tier I and Tier II schools, would be impacted by the cap. Thus, continuing the prior example, the LEA with seven Tier I schools and two Tier II schools would be able to implement the transformation model in no more than four of those schools. For example, for FY 2009, LEA 1 had seven Tier I schools and two Tier II schools, so it was impacted by the cap. Using FY 2009 SIG funds, it implemented the transformation model in four of those schools. For FY 2010, LEA 1 has two additional Tier I schools and two additional Tier II schools, so it now has a total of 13 Tier I and Tier II schools, which means it may implement the transformation model in a total of six schools, or two schools in addition to those that are being served with FY 2009 funds.

Additional Information or Assistance

For additional information or assistance, please see:

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

- New York Education Department Field Guidance Memorandum regarding School Improvement Grants 1003(g), posted at : <http://www.p12.nysed.gov/accountability/memos.html>
- New York State Education Department's Race to the Top Application, posted at: <http://usny.nysed.gov/rttt/>
- USDOE Guidance on School Improvement Grants, at: <http://www2.ed.gov/programs/sif/faq.html>.

If you have any questions regarding the application, please contact:

**Roberto Reyes
Title I Director
rreyes@mail.nysed.gov
518-473-0295**

Application Format

Directions for completion of the application materials should be carefully read and followed. The Application has 9 sections:

1. Sheet
2. Assurances and Waivers Form
3. Section A: Schools to be served list
4. Section B: Descriptive Information
5. Appendix A: Baseline Data- This must be completed for each school the LEA commits to serve
6. Appendix B: Model Implementation Form- This must be completed for each school the LEA commits to serve
7. Appendix C: Consultation and Collaboration Form
8. Appendix D: Suggested Language for Commitment Letter regarding Education Law 3012-c
9. Budget Narrative: School Level Activities
10. Budget Narrative: LEA Level Activities
11. Budget, FS-10

Applicants should use the attached rubrics (Overall LEA Application Rubric and Model Implementation Plan Rubric) to complete the application, and ensure that the quality of the application meets expectations.

Application Submission Due Date

Grant applications are due to the New York State Education Department by **April 30th, 2011**.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Assurances (specific to School Improvement Grant)

The LEA must assure that it will—

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

Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- X Extending the period of availability of school improvement funds.
- X “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- X Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Section A: Schools to be Served:

An LEA must identify each Tier I, II, and III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and II school. SED has no preference in regards to the models chosen by the LEAs for identified schools. Applications will only be reviewed based on the quality of the plan submitted.

School Name	NCES #:	Tier I	Tier II	Tier III*	Intervention (Tier I and Tier II only)			
					Turnaround	Restart	Closure	Transformation
Unity Center for Urban Technologies	00595	✓						✓ Implemented 2010-2011 Continuing 2011-2012
Chelsea Career and Tech. Education HS	01934	✓						✓ Implemented 2010-2011 Continuing 2011-2012
Automotive High School	01913	✓				✓ Transformation implemented 2010-2011 Restart model beginning 2011-2012		
School for Global Studies	01377	✓						✓ Implemented 2010-2011 Continuing 2011-2012
Cobble Hill School of American Studies	03389	✓						✓ Implemented 2010-2011 Continuing 2011-2012
Franklin D. Roosevelt High School	01947	✓						✓ Implemented 2010-2011 Continuing 2011-2012
William E. Grady Vocational HS	02888	✓						✓ Implemented 2010-2011 Continuing 2011-2012
Queens Vocational-Technical High School	02860	✓						✓ Implemented 2010-2011 Continuing 2011-2012
Flushing High	01950	✓						✓ Implemented

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

School Name	NCES #:	Tier I	Tier II	Tier III*	Intervention (Tier I and Tier II only)			
					Turnaround	Restart	Closure	Transformation
School								2010-2011 Continuing 2011-2012
Long Island City High School	02022	✓						✓ Implemented 2010-2011 Continuing 2011-2012
Bread & Roses High School	02938	✓				✓ Transformation implemented 2010-2011 Restart model beginning 2011-2012		
Norman Thomas High School	02039	✓			✓ To be replaced by Murray Hill Academy			
Beach Channel High School	01918	✓			✓ To be replaced by Rockaway Park HS for Environmental Sustainability; and Rockaway Collegiate HS			
Christopher Columbus High School	01935	✓			✓ To be replaced by Pelham HS for Language and Innovation; and Bronxdale High School			
Metropolitan Corporate Academy	00826	✓			✓ To be replaced by a new school in 2012			
IS 195 Roberto Clemente	01993	✓			✓ To be replaced by New Design Middle School			
John F. Kennedy High School	02016	✓			✓ To be replaced by New Visions			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

School Name	NCES #:	Tier I	Tier II	Tier III*	Intervention (Tier I and Tier II only)				
					Turnaround	Restart	Closure	Transformation	
					Charter School for the Humanities; and New Visions Charter School for Advanced Math & Science				
Sch-Community Research & Learning	05507	✓			✓To be replaced by Bronx Bridges High School				
Monroe Academy for Business & Law	01339	✓			✓To be replaced by Metropolitan Soundview High School				
Paul Robeson High School	01908	✓			✓ To be replaced by Pathways in Technology Early College HS (P-TECH)				
Jamaica High School	02008	✓			✓To be replaced by HS for Community Leadership; Hillside Arts and Letters Academy; and Jamaica Gateway to the Sciences				
HS 560 Bronx Academy HS	05565	✓			✓ To be replaced by Bronx Arena Academy				
Pacific High School	00821	✓			✓To be replaced by Brooklyn Frontiers High				

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

School Name	NCES #:	Tier I	Tier II	Tier III*	Intervention (Tier I and Tier II only)			
					Turnaround School	Restart	Closure	Transformation
Bushwick Community High School	05725	✓				✓		
JHS 80 Mosholu Parkway	02316	✓				✓		
John Dewey High School	04312	✓				✓		
Sheepshead Bay High School	02873	✓				✓		
Newtown High School	02038	✓				✓		
Grover Cleveland High School	01959	✓				✓		
IS 339	03780	✓						✓
John Adams High School	02013	✓				✓		
August Martin High School	01912	✓				✓		
Bronx High School of Business	05176	✓				✓		
Banana Kelly High School	02968	✓						✓
IS 136 Charles O Dewey	05513	✓				✓		
JHS 166 George Gershwin	02595	✓				✓		
Washington Irving High School	02885	✓						✓
Herbert H Lehman High School	01964	✓						✓
Boys and Girls High School	01921	✓						✓
MS 391 Angelo Patri	03812	✓						✓
John Ericsson Middle School 126	02467	✓						✓
JHS 22 Jordan L Mott	04461	✓						✓

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

School Name	NCES #:	Tier I	Tier II	Tier III*	Intervention (Tier I and Tier II only)			
					Turnaround	Restart	Closure	Transformation
William Cullen Bryant High School	02887		✓					✓
Richmond Hill High School	02863	✓				✓		
Grace H. Dodge Career and Tech High School	01958	✓						✓
High School of Graphic Communication Arts	04519	✓						No Model (SURR Plan only)
Jane Addams High School for Academic Careers	02011	✓						No Model (SURR Plan only)
Fordham Leadership Academy	05184	✓						No Model (SURR Plan only)
Samuel Gompers Career/Tech Ed High School	02866	✓						No Model (SURR Plan only)
Alfred E Smith Career-Tech High School	01909	✓						No Model (SURR Plan only)
W H Maxwell Career and Technical High School	02889	✓						No Model (SURR Plan only)
Harlem Renaissance High School	05758	✓						No Model (SURR Plan only)
JHS 142 John Philip Sousa	02517	✓						No Model (SURR Plan only)
JHS 296 The Halsey	02803	✓						No Model (SURR Plan only)
Marta Valle Secondary School	01275			✓				
Henry Street	05614			✓				

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

School Name	NCES #:	Tier I	Tier II	Tier III*	Intervention (Tier I and Tier II only)			
					Turnaround	Restart	Closure	Transformation
School								
PS 140 Nathan Straus	02511			✓				
University Neighborhood School	05616			✓				
Murry Bergtraum HS For Business Careers	02034			✓				
IS 131	04402			✓				
Bayard Rustin Educational Complex	04401			✓				
Liberty High School Acad-Newcomers	00637			✓				
Independence High School	05566			✓				
School-Physical City High School	00673			✓				
Manhattan Bridges High School	05500			✓				
Harvey Milk High School	05522			✓				
JHS 44 William J O'Shea	02197			✓				
Urban Assembly Sch-Media Studies	05630			✓				
Louis D Brandeis High School	02023			✓				
PS 133 Fred R Moore	02489			✓				
PS 145 Bloomingdale	02525			✓				
Harbor Heights Middle School	05871			✓				
PS 241 Family	03550			✓				

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

School Name	NCES #:	Tier I	Tier II	Tier III*	Intervention (Tier I and Tier II only)			
					Turnaround	Restart	Closure	Transformation
Academy								
Academy of Public Relations	05786			✓				
Tito Puento Education Complex	04449			✓				
JHS 45 John S Roberts	02200			✓				
PS 101 Andrew Draper	02381			✓				
Academy of Environmental Science	02927			✓				
MS 224 Manhattan East	04412			✓				
PS 125 Ralph Bunche	02462			✓				
Choir Academy of Harlem	00590			✓				
PS 194 Countee Cullen	02663			✓				
PS 200 James McCune Smith	02680			✓				
JHS 52 Inwood	04451			✓				
PS 128 Audubon	02472			✓				
PS 4 Duke Ellington	01675			✓				
PS 8 Luis Belliard	01676			✓				
PS 115 Alexander Humboldt	02431			✓				
JHS 143 Eleanor Roosevelt	02519			✓				
IS 218 Salome Ukena	00152			✓				
MS 322	05782			✓				
PS 98 Shorac	02374			✓				

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

School Name	NCES #:	Tier I	Tier II	Tier III*	Intervention (Tier I and Tier II only)			
					Turnaround	Restart	Closure	Transformation
Kappock								
PS 18 Park Terrace	00523			✓				
MS 321 Minerva	05646			✓				
MS 328 Manh Middle Sch- Science	05649			✓				
PS 152 Dyckman Valley	02546			✓				
PS 30 Wilton	02143			✓				
MS 203	05119			✓				
PS/IS 224	05520			✓				
New Explorers High School	05517			✓				
JHS 151 Lou Gehrig	01983			✓				
JHS 162 L Rodriguez De Tio	04460			✓				
PS 49 Willis Avenue	02218			✓				
PS/MS 31 William L Garrison	02147			✓				
PS 18 John Peter Zenger	02098			✓				
PS 277	03738			✓				
PS 75	02302			✓				
JHS 125 Henry Hudson	02463			✓				
PS 152 Evergreen	02547			✓				
PS 72 DR William Dorney	02295			✓				
Gateway School	05660			✓				

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

School Name	NCES #:	Tier I	Tier II	Tier III*	Intervention (Tier I and Tier II only)			
					Turnaround	Restart	Closure	Transformation
Holcombe L Rucker School of Community	05876			✓				
Bronx Guild High School	05186			✓				
PS 62 Inocensio Casanova	02264			✓				
PS 130 Abram Steven Hewitt	02479			✓				
Millenium Art Academy	05654			✓				
PS 93 Albert G Oliver	02354			✓				
MS 302 Luisa Dessus Cruz	05122			✓				
PS 114 Luis Lorens Torres	02276			✓				
JHS 145 Arturo Toscanini	02528			✓				
IS 219 New Venture	03747			✓				
IS 232	04876			✓				
PS 230 Dr Roland N Patterson	04355			✓				
New Millennium Business Acad MS	05667			✓				
PS/MS 4 Crotona Park West	05191			✓				
PS 55 Benjamin Franklin	02238			✓				
PS 64 Pura Belpre	05542			✓				
PS 70 Max Schoenfeld	02288			✓				
PS 73	02298			✓				
IS 117 Joseph H Wade	05192			✓				

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

School Name	NCES #:	Tier I	Tier II	Tier III*	Intervention (Tier I and Tier II only)			
					Turnaround	Restart	Closure	Transformation
JHS 166 Roberto Clemente	01986			✓				
IS 313 School of Leadership Dev	03767			✓				
PS 132 Garrett A Morgan	02486			✓				
Frederick Douglas Academy III Sec	05668			✓				
Dreamyard Preparatory School	05882			✓				
Urban Science Academy	05665			✓				
IS 229 Roland Patterson	02737			✓				
MS 390	03811			✓				
Dewitt Clinton High School	01940			✓				
JHS 45 Thomas C Giordano	02202			✓				
PS 46 Edgar Allen Poe	02204			✓				
PS/IS 54	03783			✓				
PS 279 Capt Manuel Rivera Jr	00183			✓				
PS 306	01307			✓				
PS 65 Mother Hale Academy	02269			✓				
MS 399	03823			✓				
The Bronx School of Sci Inquiry & In	05675			✓				
PULSE High School	05760			✓				
PS 79 Creston	02313			✓				
IS 206 Ann Mersereau	04310			✓				

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

School Name	NCES #:	Tier I	Tier II	Tier III*	Intervention (Tier I and Tier II only)			
					Turnaround	Restart	Closure	Transformation
Discovery High School	05557			✓				
PS 56 Norwood Heights	02244			✓				
PS 94 Kings College	02357			✓				
IS 254	03794			✓				
PS 85 Great Expectations	05139			✓				
JHS 144 Michelangelo	02524			✓				
Harry S Truman High School	01963			✓				
PS 112 Bronxwood	02419			✓				
Global Enterprise High School	05559			✓				
PS 78 Anne Hutchinson	02312			✓				
PS 89	02342			✓				
PS 103 Hector Fontanez	02389			✓				
Business School Entrepren Studies	05168			✓				
PS 195	03353			✓				
School of Performing Arts	05169			✓				
PS 6 West Farms	02059			✓				
JHS 98 Herman Ridder	02373			✓				
PS 102 Joseph O Loretan	02388			✓				
School of Science & Applied LRNG	05807			✓				
Bronx Coalition Comm High	01315			✓				

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

School Name	NCES #:	Tier I	Tier II	Tier III*	Intervention (Tier I and Tier II only)			
					Turnaround	Restart	Closure	Transformation
School								
PS 212	01309			✓				
Fannie Lou Hamer Middle School	05806			✓				
PS 50 Clara Barton	02219			✓				
HS 560 City-As-School	00649			✓				
Bronx Regional High School	00744			✓				
George Westinghouse Career/Tech HS	01955			✓				
PS 287 Bailey K Ashford	02796			✓				
Brooklyn Comm HS-Comm Arts Media	05962			✓				
PS 19 Roberto Clemente	02865			✓				
El Puente Acad for Peace and Justice	00892			✓				
JHS 50 John D Wells	02221			✓				
PS 84 Jose De Diego	02326			✓				
Lyons Community School	05933			✓				
High School for Legal Studies	03078			✓				
PS 24	02993			✓				
Agnes Y Humphrey Sch For Leadership	02132			✓				
South Brooklyn Comm High School	05243			✓				
School for Intntl	04890			✓				

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

School Name	NCES #:	Tier I	Tier II	Tier III*	Intervention (Tier I and Tier II only)			
					Turnaround	Restart	Closure	Transformation
Studies								
MS 267 Math Science & Tech	04053			✓				
MS 2	01344			✓				
MS 246 Walt Whitman	02760			✓				
W E B Dubois Academic High School	04495			✓				
PS 191 Paul Robeson	02656			✓				
Middle School for the Arts	05711			✓				
MS-Academic & Social Excellence	05817			✓				
PS 6	00799			✓				
The School for Human Rights	05709			✓				
Ebbetts Field Middle School	05818			✓				
PS 375 Jackie Robinson	04882			✓				
IS 68 Isaac Bildersee	02283			✓				
Samuel J Tilden High School	02867			✓				
South Shore High School	02875			✓				
PS 13 Roberto Clemente	02080			✓				
JHS 292 Margaret S Douglas	02800			✓				
JHS 302 Rafael Cordero	01998			✓				
PS 328 Phyllis Wheatley	02820			✓				
Franklin K Lane High School	01954			✓				

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

School Name	NCES #:	Tier I	Tier II	Tier III*	Intervention (Tier I and Tier II only)			
					Turnaround	Restart	Closure	Transformation
PS 214 Michael Friedsam	02712			✓				
PS 159 Isaac Pitkin	02572			✓				
New Utrecht High School	02036			✓				
JHS 62 Ditmas	02266			✓				
Fort Hamilton High School	01952			✓				
JHS 259 William McKinley	02775			✓				
PS 179 Kensington	02625			✓				
Community School-Social Justice	05180			✓				
New Day Academy	05808			✓				
PS 69 Vincent D Grippo School	05227			✓				
PS 22	02360			✓				
PS 31 William T Davis	02146			✓				
PS 14 Cornelius Vanderbilt	02086			✓				
Business/Computer App High School	Not Known			✓				
Martin Van Buren High School	02030			✓				
Francis Lewis High School	01953			✓				
Benjamin N Cardozo High School	01919			✓				
Voyages Preparatory	06066			✓				
North Queens Community High	05980			✓				

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

School Name	NCES #:	Tier I	Tier II	Tier III*	Intervention (Tier I and Tier II only)			
					Turnaround	Restart	Closure	Transformation
School								
Flushing International High School	05727			✓				
Academy of Urban Planning	05552			✓				
Brooklyn Democracy Academy	05997			✓				
PS 165 Ida R Posner	02590			✓				
PS 269 Nostrand	02783			✓				
JHS 278 Marine Park	02012			✓				
James Madison High School	02009			✓				
Transit Tech Career and Tech Edu	01941			✓				
High School for Civil Rights	05717			✓				
Brooklyn Bridge Academy	05500			✓				
Fdny High School-Fire & Life Safety	05716			✓				
School for Democracy & Ldrshp	05710			✓				
Interntl HS at Prospect Hghts	05712			✓				
East Bronx Academy for the Future	05979			✓				
Secondary School for Journalism	05531			✓				
Performance Conservatory High School	Not Known			✓				
Secondary School	05529			✓				

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

School Name	NCES #:	Tier I	Tier II	Tier III*	Intervention (Tier I and Tier II only)			
					Turnaround	Restart	Closure	Transformation
for Research								
PS 297 Abraham Stockton	02804			✓				
International Arts Business School	05515			✓				
MS 571	05697			✓				
Elijah Stroud Middle School	05819			✓				
School of Diplomacy	05969			✓				
Dr Susan S McKinney Sec Sch-Arts	02781			✓				
PS 47 John Randolph	02209			✓				
PS 19 Judith K Weiss	02100			✓				
Bronxwood Prep Academy	Not Known			✓				
Bronx Lab School	05683			✓				
HS- Teaching and Professions School	05181			✓				
PS 288 Shirley Tanyhill	02797			✓				
Lafayette High School	04403			✓				
PS 58	02250			✓				
Jill Chaifetz Transfer High School	05988			✓				
PS 161 Ponce De Leon	02578			✓				
F R De Gautier Inst-Law & Policy	05789			✓				
Bronx Expeditionary Learning HS	05669			✓				

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

School Name	NCES #:	Tier I	Tier II	Tier III*	Intervention (Tier I and Tier II only)			
					Turnaround	Restart	Closure	Transformation
Abraham Lincoln High School	01906			✓				
PS 90 Edna Cohen	02346			✓				
Pablo Neruda Academy	05661			✓				
PS 109	01788			✓				
PS 251 Paedergat	02853			✓				
PS 198	02673			✓				
EBC/ENY High School-Public Safety	00857			✓				
PS 284 Lew Wallace	02794			✓				
PS/IS 155 Nicholas Herkimer	02559			✓				
PS 150 Christopher	02542			✓				
PS 91 Richard Arkwright	02349			✓				
IS 5 Walter Crowley	03117			✓				
IS 61 Leonardo da Vinci	02263			✓				
PS 153 Maspeth Elementary	02551			✓				
John Bowne High School	02014			✓				
PS 42 R Vernam	02190			✓				
IS 53 Brian Piccolo	01972			✓				
PS 225 Seaside	02732			✓				
JHS 226 Virgil I Grissom	01995			✓				
Far Rockaway	01948			✓				

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

School Name	NCES #:	Tier I	Tier II	Tier III*	Intervention (Tier I and Tier II only)			
					Turnaround	Restart	Closure	Transformation
High School								
Forest Hills High School	01951			✓				
MS 72 Catherine & Count Basie	02297			✓				
Hillcrest High School	01965			✓				
JHS 157 Stephen A Halsey	02567			✓				
IS 192 The Linden	02659			✓				
IS 238 Susan B Anthony	01997			✓				
PS 116 William C Hughley	02432			✓				
PS 52	02227			✓				
Albert Shanker Sch-Visual/Perf Arts	02466			✓				
IS 141 Steinway	02514			✓				
IS 204 Oliver W Holmes	02688			✓				
PS 127 Aerospace Science Magnet	02470			✓				
PS 17 Henry David Thoreau	02093			✓				
PS 112 Dutch Kills	02420			✓				
PS 234	05553			✓				
PS 151 Mary D Carter	02544			✓				
Newcomers High School	01821			✓				
IS 2 George L Egbert	02046			✓				
IS 51 Edwin Markham	02057			✓				

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

School Name	NCES #:	Tier I	Tier II	Tier III*	Intervention (Tier I and Tier II only)			
					Turnaround	Restart	Closure	Transformation
Port Richmond High School	02850			✓				
PS 16 John J Driscoll	02090			✓				
IS 27 Anning S Prall	02130			✓				
IS 49 Bertha A Dreyfus	02216			✓				
New Dorp High School	02035			✓				
Susan E Wagner High School	02878			✓				
PS 57 Hubert H Humphrey	02247			✓				
IS 72 Rocco Laurie	01974			✓				
PS 44 Thomas C Brown	02196			✓				
JHS 291 Roland Hayes	02799			✓				
IS 349 Math Science & Technology	04888			✓				
PS 274 Kosciusko	02788			✓				
Bushwick School for Social Justice	05555			✓				
PS 145 Andrew Jackson	02526			✓				
PS 106 Edward Everett Hale	02400			✓				
EBC for Public Service-Bushwick	00827			✓				

*Although LEAs are required to identify Tier III schools that they commit to serve, SED will prioritize funding for Tier I and Tier II schools. SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Section B: Descriptive Information

Directions: When completing this section, LEAs should refer to the Overall LEA SIG Application Rubric, to ensure quality responses.

- 1. Describe the capacity of the LEA to implement one of the four models in each Tier I and Tier II school that the LEA has committed to serve. In order to demonstrate capacity, LEAs must provide a letter signed by union and district representatives committing to the creation of a teacher evaluation system as required by New York State Education Law 3012-c, with 20% of the evaluation based upon student growth on state assessments, and 20% based upon locally determined student achievement assessments (see Appendix D for suggested language). In addition, LEAs may also demonstrate capacity to fully implement the four models through taking the following actions :**
 - Submission of any revised collective bargaining agreements that support full implementation of models or a jointly signed letter indicating the status of discussions.
 - Hiring a fulltime School Implementation Manager (SIM) for each PLA school. A SIM will be equivalent to an assistant principal and will assume most non-instructional responsibilities in the school.
 - Requiring Principals of PLA schools to complete training focused on strategies for implementation of chosen models.
 - Establishing an LEA Turnaround Office or Officers to manage the school-level implementation of the models and coordinate with NYSED.
 - Adding at least one period of instructional time per day and/or extending school year for each PLA school.
 - Providing each teacher in PLA schools, 90 minutes of time dedicated to professional learning communities.
 - Providing at least 10 days of site-based training each school year for all teachers in PLA schools.
 - Providing training to new teachers that join PLA schools after the implementation of the model has begun and throughout the three year grant period.
 - Identifying partner organizations and the role that they will play in supporting implementation of a model.

In addition, the LEA should indicate that it has the ability to get the basic elements of its selected models up and running by the beginning of the 2012011 school year. If the LEA asserts that it does not have the capacity to implement one of the four models in each Tier I and II school that has been identified , the LEA must submit in this section a detailed explanation of the specific reasons that it lacks capacity.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

NYCDOE is known throughout the United States as a pioneer and successful leader in implementing innovative strategies and activities that have resulted in significant improvement of failing schools, removal of schools from identification under the No Child Left Behind (NCLB) law, and enabling ever-higher levels of student achievement for the children of New York City. NYC Mayor Michael Bloomberg is authorized by the New York State Legislature to control, manage and direct the entire educational system in New York City public schools, first in concert with the NYC Schools Chancellor Joel I. Klein, who led the Department through the first of Children First reforms that included ending social promotion; creating a wide array of academic supports for struggling students; establishing new supports for parents, including putting a parent coordinator in nearly every school; and expanding small schools and charter schools to provide more high-quality educational options for students. A second phase of Children First involved restructuring the system, changing how schools are operated and supported, and giving principals greater control over how they run their schools while holding them accountable for results.

As part of the continuing efforts of Children First under the leadership of newly appointed Chancellor Dennis M. Walcott, NYCDOE is now, through this application, requesting School Improvement Grant (SIG) funding, under Section 1003(g) of ESEA, to support implementation of required intervention models for forty-three (43) NYC Tier I and Tier II schools identified by the New York State Education Department as “persistently lowest-achieving” (PLA).

Thirty-four (34) schools were identified during the 2009-10 school year as PLA, and NYCDOE submitted an application for funding for eleven (11) of these schools. Funds were granted, and the 11 schools are successfully implementing the Transformation model at this time. In its application for funding last year, NYCDOE stated that required procedures in the Education Law concerning school utilization changes prevented full implementation of a model in the remaining 23 schools. Implementation of the Turnaround model was one of the models which would have been considered for some of those schools, but required procedures pertaining to Chancellor’s Regulation A-190 (specifically the requirement to publish an Education Impact Statement at least six months prior to the proposed change in school utilization) could not be completed in time for full implementation to begin. Implementation of the Restart model at that time was also not possible as the DOE had yet not developed the pipeline or the process for charter management organizations (CMOs) and/or educational partnership organizations (EPOs) to effectively manage PLA schools. The postponement of full implementation gave DOE time to complete the needs assessments and investigations for these schools, which included the Joint Intervention Team review process required under the NYSED’s Differentiated Accountability system, to inform decision-making regarding the selection of an appropriate model. This additional time also allowed the DOE to conduct extensive outreach and engagement with school leaders, parents and local community groups to determine the

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

intervention plan that would best fit the needs of each school and community. In the application for the 2010-11 school year, DOE also stated that application for funding for these schools would be submitted in the spring of 2011 for the 2011-12 school year. In the interim, as part its 1003(a) School Improvement Grant, the DOE implemented focused improvement interventions during the 2010-2011 school year in order to accelerate the schools' overall improvement efforts and better prepare them for full implementation of a 1003(g) SIG intervention model in 2011-2012. (Note that one PLA school in 2009-2010 is no longer designated as PLA – Mother Hale Academy was removed.)

In December of 2010, NYSED released a list of newly identified PLA schools (Cohort II), of which twenty-one (21) are New York City Public Schools, bringing the total number of PLA schools that are not already implementing a SIG intervention model to forty-three (43). DOE is requesting 1003(g) SIG funds for thirty-four (34) of these schools in this application. More specifically, NYCDOE is applying for **Restart** with an EPO partner for 12 schools, **Transformation** for 10 schools, and **Turnaround** via phase out for 12 schools. For the Turnaround-through-phase-out schools, the 12 PLA schools will eventually be replaced by 16 new schools, for which the DOE is seeking 1003(g) SIG funding for 2011-2012 (year one).

The New York City Department of Education has the capacity to fully implement three of the four models of intervention in each of the Tier I and Tier II schools that have been identified by the New York State Education Department. Below is a summary to demonstrate the DOE's capacity to fully implement these three models:

- **Submission of any revised collective bargaining agreements that support full implementation of models or a jointly signed letter indicating the status of discussions.**

At this time, the DOE and the local unions have reached an agreement on the collective bargaining agreements for classroom teachers and building principals in order to implement the Transformation model as per the provisions of Education Law §3012-c and Commissioner's regulations. The jointly signed letters reflecting this agreement are attached in Appendix D.

- **Hiring a fulltime School Implementation Manager (SIM) for each PLA school. A SIM will be equivalent to an assistant principal and will assume most non-instructional responsibilities in the school.**

The School Implementation Manager (SIM) in the Division of Portfolio Planning is responsible for managing the implementation of a variety of supports for schools on the

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

New York State Education Department's Persistently Lowest Achieving (PLA) list. School Improvement Managers are central office staff members based in NYCDOE's District Cluster offices and work collaboratively with Children First Network staff to provide guidance to principals and their leadership teams. In coordination with the CFNs, SIMs ensure that schools and networks receive appropriate guidance, coaching and professional development in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. SIMs are also responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in schools undertaking the intervention models, and are responsible for meeting federal reporting requirements related to schools' interim and summative performance. The amount of time each SIM will spend on-site will vary by the specific needs of the schools in the cluster. This may range from weekly to bi-weekly or monthly on-site support and guidance. SIMs will provide limited support to Restart schools; the Educational Partner Organization will fulfill the role of the School Implementation Manager for these schools. A SIM will be assigned to each of the five Clusters and work with approximately three to four SIG-funded PLA schools to provide implementation support. The Principal, Network Leader and Cluster Leader will collaborate with the SIM to ensure full implementation of all required actions and processes.

- **Requiring Principals of PLA schools to complete training focused on strategies for implementation of chosen models.**

Within the Division for Portfolio Planning, the Office of School Development (OSD) is charged with SIG implementation in DOE. OSD works in close collaboration with the Office of New Schools which oversees the development of new schools to strengthen the range of school options available to New York City students. The Office of New Schools is the structure that solicits and reviews (along with Senior Leadership) proposals for new schools, evaluates résumés and experience of potential new leaders, works with the NYC Leadership Academy and the Aspiring Principals' Program, conducts new school fairs, provides training for new principals, and continues to support new schools for a period of three years after its initial creation. With the 12 schools identified for Turnaround beginning in 2011-12, where 16 new replacement schools will open (or have opened as reform efforts at the school site in fall of 2010), the Office of New Schools' staff is an integral part of informing and building the cadre of school leaders who will take on the work needed to provide more effective replacement options at PLA schools. New principals who are opening new schools at PLA school sites are undergoing a residency in spring 2011 which involve weekly trainings on their schools' start-up, which continue through June 2011. The residency

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

generally begins in January and continues weekly through June each year. This preparation allows sufficient time to hire staff, prepare timelines and schedules, align curriculum, and all other aspects of preparation for a new school opening, in order to implement a comprehensive approach to improve student achievement outcomes and increase high school graduation rates.

Topics covered in the trainings:

Week 1 – Community Engagement

Week 2 – Orientation

Weeks 3 & 4 – Student Recruitment & Enrollment

Week 5 – Culture, Climate, Discipline & Strategy

Week 6 – Professional Development

Week 7 – Teacher Recruitment & Hiring

Week 8 – Scheduling, Programming & Calendars

Week 9 – Operations & Systems

Week 10 – College Readiness

Week 11 – English Language Learners

Week 12 – Accountability

Week 13 – Instructional Programs

Week 14 – Differentiation

Week 15 – Students with Disabilities

Week 16 – Foreign Language, Arts & Physical Education

Week 17 – Numeracy & Math Curriculum

Week 18 – Science Curriculum

Week 19 – Literature & ELA Curriculum

Week 20 – Literacy

Week 21 – Social Studies

Week 22 – Advisory & Early Childhood

Week 23 – Behavior Socio-Emotional Supports

Week 24 – Summer PD

Week 25 – Scheduling, Programming & School Calendars

Week 26 – Budget and Grants

Besides the specialized support provided to new school leaders, there will be trainings for Transformation and Restart principals throughout the school year. They will participate in a two-day orientation in August 2011 which will focus on implementation of 3012-c. NYCDOE's Office of Teacher Effectiveness will hold six days of Teacher Effectiveness professional development over the course of 2011-2012 for these

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

principals to implement of the teacher evaluation process. This training will cover the following topics:

- Using the Charlotte Danielson-based Teacher Effectiveness rubric
- Practices of Effective & Highly Effective teachers;
- Conducting evidence-based observations;
- Conducting teacher feedback conferences
- Rubric scoring

Restart and Transformation Principals will continue to be supported by their respective NYCDOE CFN Network Teams to receive coaching on leadership and planning capacity to carry out their plans funded under 1003(g). As will be described fully in the school model plans, all principals of PLA schools (together with network and cluster leaders) are required to participate in training that focuses on strategies for implementation of the chosen models. Furthermore, Restart Principals will receive on-going coaching and support from their Educational Partner Organization (EPO).

The Leaders in Education Apprenticeship Program (LEAP) is an on-the-job principal development program designed collaboratively with NYCDOE and the NYC Leadership Academy. This rigorous and intense 14-month program prepares aspiring PLA school leaders for the principalship. LEAP includes:

- A 6-week full-time (9am to 5pm, Monday through Friday) summer intensive program where apprentices gain a foundation in educational leadership, particularly with regard to personal vision, educational equity and excellence, and leadership styles
- Weekly LEAP class sessions with a designated LEAP Faculty member within apprentices' Cluster team focused on NYC DOE School Leadership Competencies
- Job-embedded leadership responsibilities in their home school supported by a mentor principal, and their LEAP Faculty member, via a formal reflection and coaching structure
- Opportunities for participants, in education forums, to meet city, state and national leaders from a variety of fields

First-time principals will receive weekly on-site coaching from a coach from Leadership Academy.

- **Establishing an LEA Turnaround Office or Officers to manage the school-level implementation of the models and coordinate with NYSED.**

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

NYCDOE created the Office of School Development at Central Headquarters to oversee SIG, manage the school-level implementation of the models, and coordinate with NYSED. The office created the following district-level positions during the 2010-2011 school year, funded by SIG 1003(g):

- Director of Turnaround and Transformation – one position
- Deputy Director for Turnaround and Transformation – one position
- Director for Partnership Development and Capacity Building – one position
- Director for Pipeline Development – one position
- Associate Director for Pipeline Development – one position
- Associate for Business Operations – one position
- Analyst/administrative support – two positions

Additional positions will be added to support the implementation of models for Cohort I and new Cohort II schools, including SIMs and staff dedicated to supporting Restart. While the first point of contact for schools in receiving support remains the Children First Networks, a DOE-wide structure for support that extends beyond just one office is critical for all the various elements of the school improvement models to be systemically implemented. This entails coordination particularly with divisions responsible for school support, performance accountability, human resources, operations, general counsel, and school options planning. The roles and responsibilities of these positions, created in order to ensure adequate support for successful implementation of all the intervention models, are explained at the end of the response to Question 1. The positions are:

- Turnaround Project Manager – one position
- Deputy Executive Director/Restart – one position
- Restart Project Managers – two positions
- Restart Project Analyst – one position
- School Improvement Liaisons – three (new) positions
- Senior Directors Office of New Schools – two positions
- Director of Implementation and Support Office of New Schools – one position
- Director of Operations Office of New Schools – one position
- Accountability Analyst Office of New Schools – one position
- Director for Teacher Effectiveness Design, Transformation/Restart – one position
- Teacher Effectiveness Implementation Manager – two positions
- Teacher Effectiveness Implementation Coordinator – one position
- Performance-based Assessment Task HS Program Director – one position
- Office of General Counsel – two positions

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

- Engagement Specialists Planning Team – five positions
 - Research Analyst Planning Team – one position
 - SIG Grants Manager – one position
 - Postsecondary Readiness Support Manager – one position
- **Adding at least one period of instructional time per day and/or extending school year for each PLA school.**

Schools in NYCDOE are empowered to drive key decisions on budgets, instruction, sources of support, and programming. As such, NYCDOE invited each of the PLA schools to prepare their improvement plans with attention toward building in levers of change that reflect the relevant intervention model being applied to their schools. This includes ensuring that at least one period of instructional time will be added to the school day and/or extending the school year in every PLA school. The School-based Options (SBO) process allows individual schools to modify provisions in the collective bargaining agreement or NYCDOE regulations as related to class size, rotation of assignments or classes, teacher schedules and/or rotation of paid coverage for the school year. Rather than enforcing a one-size-fits-all model for how all schools must extend its day, structure schedules, or set faculty meeting times, the SBO process allows each school to determine how these elements may be most effectively implemented for its own situation and needs, based on approval by staff and the principal. The union chapter committee and principal review SBOs in March-April of each year. The principal and union chapter leader must agree to the proposed modification which will then be presented to school union members for vote. Fifty-five percent of the voting members must affirm the proposed SBO in order for it to pass. The SBO option is available to all SIG-funded schools.

The SBO process may be used in schools implementing the Restart model where an EPO and the school principal, in collaboration with the school's union chapter leader, have identified opportunities related to increased learning time for students; ongoing job-embedded professional development for staff; voluntary per-session activities; provision of social-emotional and community-oriented services and supports for students that will strengthen the professional culture and learning environment for both students and staff.

- **Providing each teacher in PLA schools, 90 minutes of time dedicated to professional learning communities**
- **Providing at least 10 days of site-based training each school year for all teachers in PLA schools.**
- **Providing training to new teachers that join PLA schools after the implementation**

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

of the model has begun and throughout the three year grant period.

DOE ensures that every teacher in the PLA schools will have at least 90 minutes of time each week (the equivalent of two 45-minute periods) dedicated to professional learning communities and that each teacher is offered at least 10 days of site-based training each school year (please note the SBO process described above). New teachers that join PLA schools after implementation has begun will receive training focused on the strategies of the chosen model, and will continue to receive training throughout the three-year period.

In addition, NYCDOE will launch a new teacher training program, NYC Teaching Residency for School Turnaround, to build a pipeline of teachers specially trained to work as part of a community of educators to drive and sustain improvement in schools identified as lowest performing. Modeled after the Academy of Urban School Leadership (AUSL) program in Chicago, the residency provides talented individuals with school-based training, mentorship, and graduate coursework to work specifically as part of a school turnaround strategy in New York City's lowest performing schools. The residents will undergo a year-long school-embedded training program as a Teacher Apprentices in a SIG-funded school to equip them with the knowledge and strategies they need to be successful in a school undergoing significant reform. Residents will be paired with a mentor teacher, receive regular coaching and feedback, participate in master's degree coursework weekly, and will take on increasing levels of accountability in the classroom throughout their training year. Residents will learn best practices in raising the academic achievement of students with diverse needs and gain insight into the dynamics of a high-need classroom and school community. By the end of the residency, they will be certified to teach ELA, Social Studies, Math, or Science for the beginning of the following school year, be expected to become a part of a broader community of educators driving school improvement efforts, and secure a full-time teaching position at a school specifically identified as one of New York City's lowest-performing schools. Mentor Resident Coaches will be the primary liaison with school leadership on programmatic matters including building school investment in residency model and trouble-shooting challenges as necessary. He/She will design and deliver monthly school level professional to Residents and Mentor Teachers, create systems and processes for formal and informal feedback and evaluation of Resident and Mentor Teacher performance, lead the building of a community of learners amongst resident cohort at training site, and serve as the on-site support for trouble-shooting issues for residents, mentors and principals relating to the training program.

Along with these opportunities for new teachers, NYCDOE has two programs for PLA

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

schools to hire highly effective educators to support their school improvement efforts.

The Master and Turnaround Teachers Program provides professional career ladder opportunities for highly effective educators. The program was developed by NYCDOE and UFT specifically to support the initiatives under the Transformation model beginning in the 2010-2011 school year, and have been expanded to be made available to Restart schools as well starting in 2011-2012. Master Teachers are selected to serve as instructional leaders in their content area, dedicated to working collaboratively with their colleagues to drive instructional improvement as an active developer, mentor and coach of other teachers. These teachers will be identified as peer leaders and will be an integral part of a school's transformation strategy. Master Teachers work an additional 100 hours per year AND a minimum of two periods per day are dedicated to Master Teacher responsibilities as agreed upon with the school principal (see the posting for a menu of possible responsibilities). Master Teachers will receive additional compensation of 30% over and above their current annual salary for a period of up to two years, contingent on the selected candidate: a) remaining in this position in the school through the 2012-13 school year; and b) maintaining a rating of "highly effective".

Turnaround Teachers are selected as model educators in high need schools who help drive instructional improvement for their colleagues by maintaining a laboratory classroom, displaying exceptional results with their students, and facilitating lesson study with their peers – a teacher led teacher improvement process. These teachers will be comfortable deconstructing their effective practice into teachable segments and will be an integral part of a school's transformation strategy. Turnaround Teachers will work an additional 30 hours per year to learn the skills of facilitating lesson study and then to conduct lesson study with other teachers in the school. Turnaround Teachers will earn additional compensation of 15% over and above their current annual salary for a period of up to two years, contingent on the selected candidate: a) remaining in this position in the school through the 2012-13 school year; and b) maintaining a rating of "highly effective".

To be eligible to become a Master or Turnaround Teacher, candidates must meet, at minimum, specific licensing, teaching and competency requirements. Applicants submit three essays describing their capacity to be a Master or Turnaround Teacher, student learning outcomes from the most recent teaching year, and key experiences or strategies that make them appropriate candidates for the respective roles and how these will be applied in a school undergoing Transformation or Restart. The applications will

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

be screened first by a committee with UFT and NYCDOE representatives to create a qualified pool. The Committee will interview candidates to make final determinations. Final selections from the qualified pool of applicants will be made by the principals of the schools. Principals are encouraged, where possible, to observe candidates demonstrate sample lessons as part of their decision-making to hire Master/Turnaround Teachers.

In response to feedback received, several changes are being made for the implementation of the Master Teacher and Turnaround Teacher program in 2011-12. The initial screening of applicants conducted by the central committee of UFT and DOE personnel includes more rigorous criteria, multiple reviews, and a more extensive interview. This year, only principals will be able to make final selections of Master Teachers and Turnaround Teachers. These improvements will lead to only high quality candidates being available for principal hiring. Greater support is being provided to principals during the hiring process and, where possible, principals will observe candidates before making hiring decisions. In addition to enhancements in the selection process, plans are underway to ensure that the professional development provided throughout the year will be more targeted to supporting the specific needs of those in the Master Teacher and Turnaround Teacher roles. Principals will be involved in this support, where possible, to facilitate the alignment with the school's overall educational plan. With the earlier implementation of the Teacher Effectiveness work in these schools, Master Teachers and Turnaround Teachers will also be included from the start of the year as part of their roles as teacher leaders and developers.

The Lead Teacher program is open to NYC schools seeking to hire a dedicated educator to support the professional development and capacity building of school staff. Lead teachers spend half their time teaching classes and half their time serving as professional development resources for their schools. Selection takes place in a two-stage process. First, selections are made by a personnel committee comprised of NYCDOE and UFT representatives. The central personnel committee screens applications according to qualifications and create the pool from which school committees can select. In the second stage, each participating school establishes its own personnel committee made up of the principal, administration representatives, staff representatives and parent representatives with a majority of teachers. This committee makes selections from the pool established by the central personnel committee.

SIG-funded PLA school principals are notified at appropriate times during the year when the candidate pool for the Master and Turnaround Teacher and the Lead Teacher programs are available; for the NYC Teaching Residency, which is in its pilot year,

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

NYCDOE is working with select PLA schools to host the residencies and collaborating with PLA schools to establish protocols for how these residents will identify placements after the residency year.

o **Identifying partner organizations and the role that they will play in supporting implementation of a model.**

Partner organizations play a key role in all of the intervention models being implemented by NYCDOE. Informally, school and principal empowerment allows any PLA school to work with external partners that it believes will help implement its SIG model. The Office of School Development, with the support of the Division of Contracts and Purchasing, has identified a variety of external partner organizations that will be instrumental in the success of implementation of the models. These partners (identified where relevant in the school-specific plans) have been selected through review and evaluation of over hundreds of potential partners (school development organizations, Community Based Organizations (CBO), not-for-profit agencies, and for profit vendors). The roles that these partners play depend on the particular organization, but will support school leaders and staff with the following:

- identifying, hiring, rewarding and supporting new school leaders;
- creating rigorous, transparent and equitable evaluation systems,
- implementing such strategies as financial incentives, increased opportunities for promotion and career growth; flexible working conditions for school staff
- providing staff with high quality, job-embedded professional development
- using data to identify and implement an instructional program that is research-based
- promoting the continuous use of student data (as such from formative, interim, and summative assessment)
- using data to identify and implement an instructional program that is research-based and vertically aligned
- establishing schedules and strategies that increase learning time
- promoting ongoing mechanisms for family and community engagement
- providing additional supports and professional development to teachers and principals
- using and integrating technology-based supports and interventions as part of the instructional program
- increasing rigor by offering opportunities for students to enroll in advanced coursework
- improving student transition from middle to high school
- increasing graduation rates through credit recovery, smaller learning communities,

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

- competency based instruction and other strategies/activities
- partnering with parents and parent organizations and/or faith or community based organizations, health clinics and others to meet students' social, emotional and health needs
- extending the school day and/or school year
- conducting periodic reviews to insure that the curriculum is being implemented with fidelity and is modified if ineffective
- supporting schools in other facets of school life

More formally, for the schools undergoing Turnaround and Transformation, the respective school plans in Appendix B describes how external partners are key collaborators in the intervention model. Prospective external partners that schools have identified thus far (subject to their approval through the DOE's contracting process) are named and described in the individual school plans.

To identify partner organizations in supporting the implementation of models for whole-school reform, NYCDOE uses the vetting process established in the Division of Contracts and Purchasing. In the "Pre-Qualified Solicitation" process, prospective service providers are provided with specific scope of services and requirements that must be met in order to be considered for a NYCDOE contract. Schools are expected to work with approved/contracted external service providers or ensure that any partner they wish to collaborate with is approved through the Division of Contracts and Purchasing's vetting process. Through the PQS proposal process, each prospective vendor is required to demonstrate its ability to fully meet the respective set of criteria as appropriate to the services being sought.

A responsible contractor is one that demonstrates the capacity to fully meet and perform the contract requirements and the business integrity to justify the award of a DOE contract. Factors affecting a contractor's responsibility may include:

- financial resources;
- technical qualifications;
- experience;
- organization, material, equipment, facilities, and personnel resources and expertise (or the ability to obtain them) necessary to carry out the work and to comply with required delivery or performance schedules, taking into consideration other business commitments;
- a satisfactory record of performance;
- a satisfactory record of business integrity;

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

- where the contract includes provisions for reimbursement of contractor costs, the existence of accounting and auditing procedures adequate to control property, funds, or other assets, accurately delineate costs, and attribute them to their causes.

Schools are then welcome to bid for those contractors with whom they seek to partner; they do not require approval from NYCDOE about the selection of partners. By having NYCDOE carry out the evaluation of a service provider and ascertaining its qualifications prior to its formalized contracted work with a school, the PQS process allows the school to focus on determining if the partner's scope of services is the right fit for its needs.

For the schools that will implement the Restart model, NYCDOE is conducting an expedited competitive solicitation process in spring and summer 2011. Similar to the PQS process, this call for proposal is to identify and contract third-party organizations with a track record of effectively supporting schools to become Educational Partnership Organizations (EPO), who take a more intensive and proactive role in supporting PLA schools and implementing their intervention plans. The DOE is developing a large pool of respected vendor partners to draw from as potential EPOs. Contingent on their proposals, this may include a group of organizations that have been working with NYCDOE since 2007 as Partnership Support Organizations (PSOs). These PSOs currently provide support 262 schools in NYC with accountability and instructional supports, special needs services coordination, youth development support, and organizational/staff development. Contracts for any EPOs that are ultimately approved will adhere to all the requirements of New York State Education Law §211-e. Detailed information about the expedited competitive solicitation process is explained in the Appendix B Restart Model plans and the Restart Addendum (Appendix E).

In order to provide flexibility in the contract, NYCDOE will allow EPOs to pursue modifications to the collective bargaining agreement, on a school-by-school basis through the school-based option (SBO) process to facilitate changes, including but not limited to programming; increased learning time for students; provide staff with ongoing high quality, job-embedded professional development; providing social-emotional and community-oriented services and supports for students.

NYCDOE will discuss with UFT our intent to allow EPOs to utilize the SBO process where necessary to obtain modifications to the contract that are consistent with implementing their vision to achieve successful student outcomes. We expect to work

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

closely with UFT and EPOs to explore meaningful SBOs in schools undergoing Restart.

Furthermore, all schools receive support and assistance from their superintendent and Children First Network team, a group of educators who work directly with schools. This team helps schools identify best practices, target strategies for specific students in need of extra help, and prioritize competing demands on resources and time. Each school community chooses the network whose support best meets its needs, and each network works to improve student achievement in all of its schools.

Each Network team is staffed with instructional personnel that are working intensively with principals and teachers to ensure that each school implements and strengthens curriculum and teacher practice in ways that will meet the needs of struggling students.

Additionally, networks are helping schools implement a diverse range of classroom-level supports during the school day that are targeted and specific to each school's needs and improvement plan, including individual instruction, small-group work, team teaching, targeted and well-planned after-school tutoring during extended day time. In addition, networks play a key role in training and supporting principals and teachers as they integrate the new national Common Core standards into school curricula and teaching practice, and will also be a vital resource with preparing schools for the state-mandated teacher evaluation system beginning in 2012-13.

The CFN team is the primary point of contact for all support provided to schools by the DOE. For PLA schools, this means the CFN teams will support and monitor the implementation of the SIG plans with frequent contact with the school leadership team as well as staff. There will be on-site visits from the network team at least 2-3 times per month and more frequently as needed. These visits may be for the purpose of providing professional development as part of the comprehensive network support plan, or to monitor the implementation of the SIG plan at the school level. CFN team members will also work closely with the EPOs to coordinate support. Central DOE staff will work with the Networks and the Clusters to ensure that the PLA schools are implementing programs according to their approved SIG plans. Members of the Office of School Support will make periodic visits to PLA schools to observe program implementation, assess impact on student performance and ensure regular communication between schools, networks, clusters, central and EPOs.

Finally, in addition to the SIG funds that the New York City Department of Education is requesting through this grant, in order to demonstrate capacity, NYCDOE is committing additional funding to each school over the same period of time for implementation of

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

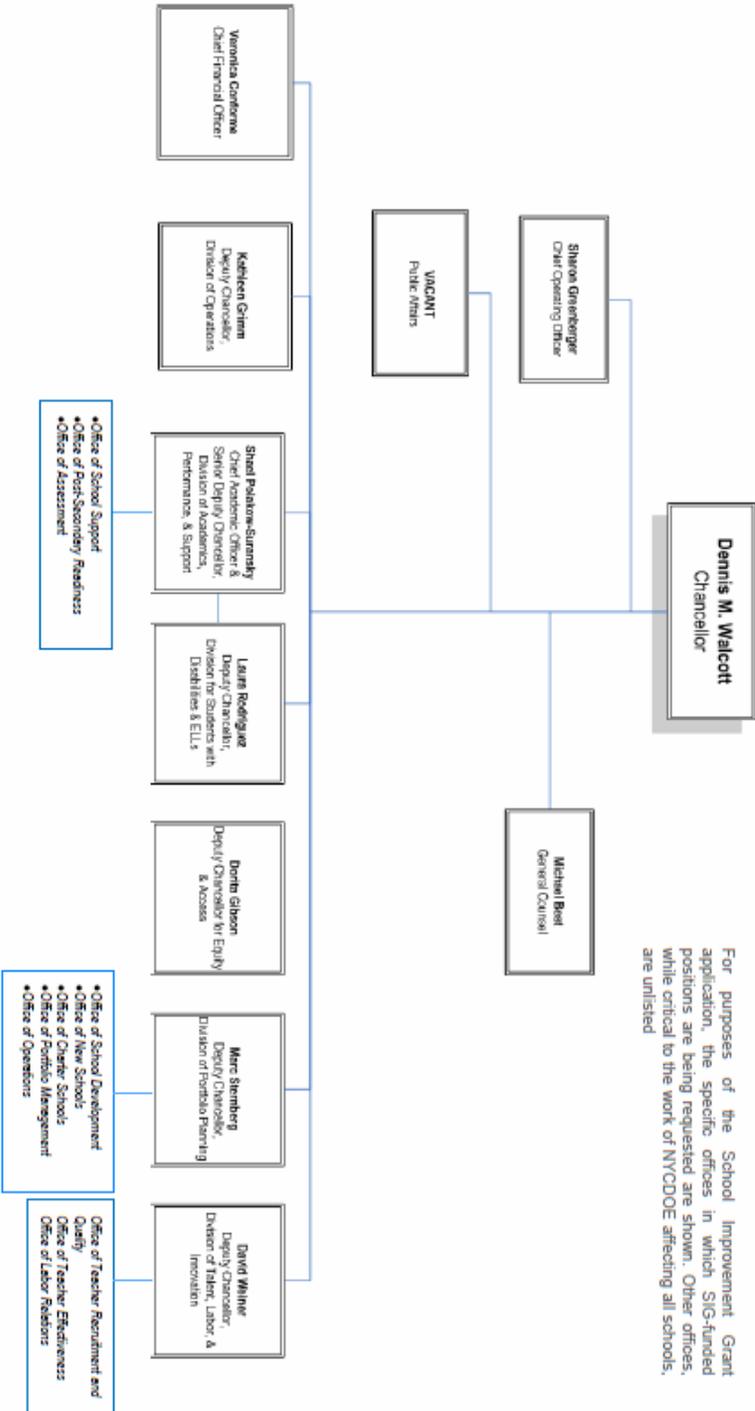
the model. The extensive activities and actions that will be taken to insure success of the start-up year are described in a later section of this document. Additional funds and resources will be identified through local (tax levy) sources, other federal and NYSED funding, legislative fund sources, competitive grant funds, corporate and private donations, and other sources to support these endeavors.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

New York City Department of Education Organizational Chart

This organizational chart shows an overview of the placement of divisions and offices within the NYCDOE. For purposes of the School Improvement Grant application, the specific offices in which SIG-funded positions are being requested are shown. Other offices, while critical to the work of NYCDOE affecting all schools, are unlisted.



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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Overview of NYCDOE Staffing under the School Improvement Grant

As outlined in the application, the following positions are critical to ensure that NYCDOE has dedicated capacity to support the PLA schools’ intervention models implementation. Some positions are intended to work directly with school leaders and teachers. Others are district-based staff dedicated to facilitating the policy and operational processes necessary to carry out the three intervention models and their requirements across a diverse range of schools and stakeholders. While not all Central staff positions will have direct contact with schools, they will be an integral part of a district-wide collaboration to support the implementation of the schools’ improvement initiatives.

Division of Portfolio Planning	
Dedicated to ensuring families have access to high-quality school options, from Pre-K to 12	
<i>Office of School Development*</i>	
Purpose: Implements interventions for the hundred of schools identified annually as in need in need of improvement, based on NCLB and NY State Accountability. With the support of federal School Improvement Grants (SIG), the Office of School Development provides targeted support to schools deemed Persistently Lowest Achieving (PLA) that are implementing a turnaround, transformation, or restart model.	
Turnaround Project Manager	Turnaround Project Manager supports Turnaround office with monitoring Turnaround and Restart school implementation of SIG-funded models. He/She ensures that turnaround, transformation and restart schools meet federal implementation and reporting requirements related to their interim and summative performance. The Turnaround Project Manager coordinates provisions for the required elements of the Transformation Model, including the implementation of partnership review and leadership strategy assessments. Provide assistance to DOE offices with respect to the School Improvement Grant and assist in the strategic planning related to work in new prospective Transformation Schools
School Implementation Managers	Working closely with the DOE’s existing Cluster and Network Teams that support all schools, the School Implementation Manager (SIM) serves as the on-site project manager ensuring that schools and networks receive appropriate guidance, coaching and professional development in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. Among other responsibilities, the SIM is also responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in schools undertaking the intervention models, and are responsible for meeting federal reporting requirements related to schools’ interim and summative performance.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

<p><i>Office of New Schools*</i> Purpose: Manages the instructional design and operational startup of new district schools and provide targeted support to the hundreds of new schools created during the Bloomberg administration.</p>	
<p>Senior Directors for New School Development (2 positions)</p>	<p>The Senior Directors for New School Development provide advice and decision-making input on portfolio policy and provide operational leadership to the Executive Director of New School Development by overseeing all major aspects of the Division’s new school creation efforts, including those replacing PLA schools under the Turnaround model. One Senior Director for external affairs will seek out external partnerships and provide support for new school implementation, and one Senior Director’s primary role is to create innovative benchmarks and develop best practice guidelines for the creation of new schools, including the design of performance metrics, operational processes, as well as design and implementation of strategies for leadership and staff development.</p>
<p>Director of Implementation and Support</p>	<p>The Director of Implementation and Support will work with analytics to identify schools that are eligible to convert or close and re-open a school under a charter management organization (CMO) that has been pre-selected through a rigorous review process. The person will also be responsible for making sure that operationally, all NY State requirements for converting a school into a charter school are met. He/She will effectively liaison with building councils, safety, and security in supporting a smooth transition during conversion/closure. The Director of Implementation and Support will also liaise with the School Construction Authority and Portfolio Planning to identify where space is available.</p>
<p><i>Office of Charter Schools</i> Purpose: Focused on increasing the number and quality of charter school options in NYC by recruiting and supporting new applicants, holding current schools accountable for performance, and providing operational support to all 125 charter schools in NYC.</p>	
<p>Director of Operations</p>	<p>The Director of Operations will work with analytics to identify schools that are eligible to convert or close and re-open a school under a charter management organization (CMO) that has been pre-selected through a rigorous review process. He/she will be the “Operations” specialist on the review team that evaluates CMO’s that are eligible to perform turn-around work. The Director of Operations will also be responsible for making sure that operationally, all NY State requirements for converting a school into a charter school are met. He/She will effectively liaison with building councils, safety, and security in supporting a smooth transition during conversion/closure. He/She will track leases and capital improvement plans of the turnaround schools as well. The Director of Operations will also liaise with the School Construction Authority and Portfolio Planning to identify where space is available.</p>

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Accountability Analyst	The Analyst will develop and pilot a data system for use in SIG-funded Charter Schools, in coordination with the Office of School Development. Staff will analyze data for leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded Charter Schools. Analyst will also use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. Staff will promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. Analyst will compile and collect data in which schools are identified as failing and a candidate for the turnaround/transformation model.
<p><i>Office of Operations</i> Purpose: Provides operational support services to the Division of Portfolio Planning by managing financial planning, purchasing, strategic human resources, service delivery, and grant support. The team is committed to developing strong systems and clear lines of accountability for cross-functional work and supporting individual and division growth and development.</p>	
Director of School Improvement/Grant Fiscal Manager (<i>SIG Grants Manager</i>)	The Director of School Improvement-Grant Fiscal Management in the Office of School Improvement (OSI) designs policy and procedure related to budgetary and Title I grant management and reporting activities. Under the School Improvement Grant (SIG), schools identified as Persistently Low Achieving (PLA) are receiving support to implement a transformation model to strengthen professional development, increase teacher and leader effectiveness, reform instruction, increase learning time, and improve communication with families and the community in an effort to promote student success. The Director is responsible for Title I support operations including creating budgets, resource allocations, financial processing, human resources, space planning and facilities issues. The Director is part of a management team that collectively develops and implements organizational strategies, policies and practices. Performs related work.
<p><i>Office of Portfolio Management (Planning)</i> Purpose: Responsible for the development and implementation of district and borough-based plans that address school performance, access and choice, and learning conditions.</p>	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Engagement Specialists	Engagement Specialists are responsible for holding community meetings to review school performance, discuss the school intervention model to be implemented; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, and choice options; assist families in transitioning to new schools if their current school is implementing the closure model. Staff will also develop tools for monitoring and tracking community engagement activities, school proposals and ensuring compliance with the public review and comment requirements of New York State Education Law. Staff will manage a number of school/community engagement-related activities, including event planning, development of print and electronic informational materials, strategic community outreach aimed at building understanding and support for proposals, and tracking of public comments.
Research Analyst	Analyst will develop and pilot a data system for use in SIG-funded District Schools. Staff will promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. The analyst will compile and collect data in which schools are identified as failing and a candidate for the turnaround model.
<p style="text-align: center;">Division of Academics, Performance and Support</p> <p>Dedicated to positioning the school as the locus of change; strengthening instructional and leadership practice; and prepare all students to graduate from high school ready for college and careers.</p>	
<p><i>Office of School Support</i></p> <p>Purpose: Working with Clusters and Networks to provide high-quality instructional and operational support to schools</p>	
Deputy Executive Director for Restart	The Deputy Executive Director oversees the implementation of the Restart model. He/She works with Office of General Counsel to ensure compliance with Education Law as well as with senior officers from all DOE-wide divisions on the governance and legal arrangement for EPO and school partnership. He/She will also oversee the process to review and decide on recommendations submitted by EPOs for Chancellor approval.
Restart Project Managers	Restart Project Managers are responsible for processing policy recommendations and coordinating implementation of approved recommendations with CFNs. They are primary contacts for EPOs, CFNs, and schools to address issues and questions related to the Restart partnership within NYCDOE schools.
Restart Project Analyst	Analyst is for day-to-day management and analysis of student achievement, EPO and school performance data.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Performance-based Assessment Task High School Program Director	The High School Program Director for the Performance-based Assessment Task, as a component of the teacher evaluation system tying in the measures of student learning, will manage and coordinate the planning of the assessment modules and trainings for the participating high schools including the Transformation and Restart schools. The Director will be the point of contact for these schools in implementing the assessments and helping schools to translate the work into cohesive instructional planning
Postsecondary Readiness Support Manager	The Manager takes the place of an Intermediary Support Organization to provide technical assistance, professional development, and post-secondary services to the new school Brooklyn Frontiers High School – (See Turnaround School Plan for Pacific High School
<p><i>Office of General Counsel</i> Purpose: Dedicated to providing legal support to the Department of Education</p>	
Restart Compliance Officers (2)	Dedicated officers to manage, negotiate, and maintain oversight on contractual arrangements with EPOs for Restart Schools, including legal and governance issues and implications pertaining to authority on all aspects of school management as part of the Restart model.
<p>Division of Talent, Labor and Innovation The Office of Talent is developing a performance management and evaluation system for 80,000 educators across 1,600 schools. The Innovation Team is developing personalized school models using flexible schedules, re-defined teacher roles, and cutting edge technology.</p>	
<p><i>Office of Teacher Effectiveness</i> Leads the development, oversight, and implementation of the performance management and evaluation system for teachers. Carries out both a city-wide pilot to inform preparation for the roll-out of the new state requirements on teacher evaluation as well as evaluation implementation for Restart and Transformation schools.</p>	
Director of Teacher Effectiveness Design for Transformation and Restart Schools	The Director, Teacher Effectiveness Design supports the launch and scale- up of the teacher talent management system which focuses on teacher effectiveness, teacher developmental strategies, and a learning management model for teachers. The Director, Teacher Effectiveness Design develops talent management curriculum and facilitates adult learning experiences, and is knowledgeable in many aspects of teacher talent management including instructional design, analyzing teaching practices, developing content for online learning, writing/editing teacher development content, and researching emerging trends in teacher development/effectiveness.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

<p>Teacher Effectiveness Implementation Manager (2)</p>	<p>The Implementation Manager, Teacher Effectiveness will be responsible for operational management of a new teacher evaluation and development system focused on teacher effectiveness. The person supports a team of 6 talent coaches charged with implementing a new teacher evaluation and development model in ~5 schools each from among group of 33 Transformation and Restart schools across the city in 2011-12. He/She oversees implementation of protocols around rater reliability mechanism and evaluation monitoring within and across Transformation and Restart schools, supervises an Implementation Coordinator, implements and advise on creation of tools and protocols in areas related to teacher and school leader effectiveness including effective feedback protocols, time management and scheduling protocols, observation protocols, and student assessment protocols; and supports implementation of and enhancements to beta technology tool designed to capture teacher effectiveness data at the school levels.</p>
<p>Teacher Effectiveness Implementation Coordinator</p>	<p>The Implementation Coordinator, Teacher Effectiveness will provide operational and administrative support to the Teacher Effectiveness team focusing on work specifically for the Transformation and Restart schools that are implementing the teacher evaluation system. The coordinator will perform data entry and validation for data collected from Transformation and Restart schools; and assist with all Transformation/Restart-related administrative processes and day-to-day operations. Manage process for practice sharing across Transformation and Restart schools.</p>
<p>Talent Coaches <i>(for Teacher Effectiveness in Transformation & Restart Schools)</i></p>	<p>Talent coaches, formerly titled "Teacher Effectiveness Systems Managers," provide on-site support to the school leadership team to turn-key training and implement the Teacher Effectiveness system for staff. The person(s) will coach members of the SLT to give specific, actionable, verbal and written feedback to teachers to drive improvement; assist with documenting and tracking progress against key milestones of the teacher evaluation work, and assist departmental chairs in developing and implementing student learning assessments tied to teacher evaluation.</p>
<p>Teacher Performance Unit Consultant</p>	<p>The TPU Consultant will provide support to principals in connection with cases involving ineffective teachers in need of support and remediation. The consultant provide guidance to principals in their evaluation of low-performing staff through use of classroom observations, letters to file, records review, student achievement data and other measures of assessment.</p>

***N.B.** The primary responsibility for overseeing the implementation of all School Improvement Grant activities in NYCDOE falls within the Division of Portfolio Planning. Within the Division of Portfolio Planning, there are two offices that will lead this work: (1) the Office of School Development which will serve as the central point of contact for all 44 proposed SIG model schools

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

in New York City and (2) the Office of New Schools which provides specific, ongoing, high-touch support for the 16 new schools that will replace the PLA phase-out schools under the Turnaround model.

The Office of School Development (which is serving as NYCDOE's "turnaround" office) employs a Director for Turnaround and Transformation Schools and Deputy Director for Turnaround and Transformation, which were roles initially proposed in the 2009-2010 SIG application. These roles will be expanded upon so that these 2 positions oversee implementation of the plans for all 44 proposed SIG model schools, encompassing Turnaround, Transformation, and Restart models. The School Implementation Managers report to the Director and will be the field-based staff directly responsible for support schools in implementing as aspects of their SIG model implementation plan, ranging troubleshooting academic and school culture concerns to supporting on operations, contracts, and procurement issues. Each of these SIMs will be assigned to 3-5 schools (as indicated in a previous response above), so it is anticipated that they will be able to do weekly full day visits with schools to conduct deep assessments of new and recurring problem areas at the school and work with the appropriate school staff and teams to remedy these challenges.

Given that new schools face a unique set of challenges, support for the 16 new schools that are replacing the PLA phase out schools (via the Turnaround model) will be delivered by the Office of New Schools. Beyond conducting the process of recruiting, screening, and selecting new school leaders, the Office of New Schools also supports new schools over the course of their first few years of existence until the school is at scale, in such areas as teaching and learning, operations, and review of external partners. In order to conduct this work, the positions of Director of Partnership Support and Capacity Building and Director of Pipeline Development were created last year to support these new schools through the critical work of finding lead partner organizations to help conceptualize, design, and implement new school frameworks (such as college pathways schools, full-service schools, arts and cultural education schools, industry partnership schools, and blended learning Schools). These roles and responsibilities will continue this year and will be managed via the Office of New Schools.

Finally, beyond the Division of Portfolio Planning, NYCDOE has several other divisions and offices that support the work of SIG schools, chief amongst them, the Office of School Supports in the Division of Academics, Performance and Support which provides the Network- and Cluster-based support mentioned throughout the application. These networks provide a wide variety of instructional and operational support to all schools, including SIG model schools. Other key offices and are in the Division of Talent, Innovation and Labor, which oversees the performance management, evaluation, and development initiatives for human resources through its Office of Teacher Quality and Recruitment and Office of Teacher Effectiveness.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Section B: Descriptive Information (cont.)

- 2. Describe any obstacles (ex: collective bargaining, lack of professional staff, etc.) the LEA faces in implementing the four models in identified schools. Describe the LEA's plan for addressing these obstacles, including specific activities, responsible personnel and expected timeline for overcoming the obstacles.**

Obstacle 1

A potential obstacle existed in the implementation of the Transformation and Restart models with regard to the agreement between NYCDOE and UFT and CSA to the full requirements of Education Law § 3012-c.

For the 2010-2011 school year, the Teacher Evaluation system in Transformation schools (along with a parallel pilot project in non-PLA schools using other funds) had been implemented with fidelity, under the agreements submitted in the DOE application for SIG funding in the fall of 2010. Monthly trainings for principals in those schools have taken place in support of the pilot program.

While last year's agreement with CSA (Council of Supervisors and Administrators) and UFT (United Federation of Teachers) specified the amendment of the respective collective bargaining agreements to ensure the full implementation of the provisions of the Education Law §3012-c for in the 2011-2012 school year and thereafter, NYCDOE and the unions had not been able to come to an agreement to continue the agreed-upon pilot in additional schools by spring 2011.

Plan to address Obstacle 1

Discussions resumed in early summer and by mid July 2011, DOE and the UFT reached an agreement to implement the requirements of Education § 3012-c. A similar agreement was reached with CSA in August 2011. Jointly signed letters of commitment from the respective unions are attached in Appendix D.

Obstacle 2

In preparing for submission of an application for funds for the 2010-2011 year, we described two obstacles to implementing the Restart model in 2010. One obstacle was removed when the New York State Legislature raised the number of charter schools that can operate in NYC, but at that time, it was still not possible to implement Restart because the majority vote of parental approval needed for conversion to a charter school option was doubtful, and the planning and

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

consultative processes that would have had to have taken place to implement either a charter conversion or engagement of an external partner was impossible to conduct in time for a 2010-11 implementation. It was stated in the application that we would entertain the possibility of implementing the Restart model in a number of Tier I and/or Tier II schools in the fall of 2011. What has now made it possible for us to implement the Restart model was the passing of Education Law § 211-e. in which the Educational Partnership Organization came into being. An EPO can enter into an agreement with NYCDOE to assume responsibilities in managing a PLA school under the Restart model. Thus, both of the previous two obstacles mentioned last year were removed. The DOE is not pursuing the charter version of Restart at this time. Rather, the DOE is only pursuing EPO restart for fall 2011.

However, one new obstacle that we face this year is to have the contract with potential EPOs in place by fall 2011. NYCDOE plans to implement the Restart model in a total of 14 (fourteen) PLA schools in September 2011 (12 from the Cohort II schools that are slated to begin their SIG-funded intervention models in fall 2011, 2 from Cohort I schools that already began their improvement work under the Transformation model in 2010-2011), so the logistics of drafting, writing, and getting contracts for 14 schools approved will be a challenge. It will also be challenging to determine the right “fit” between EPO providers and each PLA school, particularly within a constricted timeframe. Many factors must be taken into account including regard for the population and culture of each school, the capacity of an EPO to serve a number of schools, the expertise of an EPO in a specific grade level (e.g.: elementary, middle and/or high school), among others, to ensure that a thoughtful alignment is made between the EPO and the needs of the school.

Plan to address Obstacle 2

NYCDOE conducted an expedited competitive solicitation process this spring to contract with organizations that have a track record of effectively supporting schools to become Educational Partnership Organizations (EPO) and take a more proactive role supporting PLA schools and implementing their intervention plan. The DOE encouraged all vendors who have a track record of successfully working with schools to apply to the expedited competitive solicitation process. The Expedited Competitive Solicitation (ECS) was released on May 4, 2011 and proposals due on May 27, 2011.

Guidance from the United States Department of Education indicates that a CMO or EMO (in New York State, an EPO) need not be identified for a PLA school at the outset of implementation; however, an LEA should have a pool of potential partners. As part of the expedited competitive solicitation, DOE generated such a list of potential partners. All received proposals have been evaluated during June-July with school matchings with EPOs slated for late July/early August 2011. The summer months will be used by the EPO to

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

examine the needs of the school, in consultation and collaboration with the principal and his/her School leadership Team, Superintendent, Network Leader, and Cluster Leader of the PLA school. DOE has also been aggressively addressing legal and supervisory ramifications of moving a school under an EPO's authority to ensure that EPOs have the ability to carry out its services as per contract.

DOE will conduct a search for qualified individuals to develop and implement ongoing, year-long support for staff in Restart schools and to the EPO providers in supporting Restart schools. Qualifications for positions will be posted and outreach will be extensive for individuals, at least one of whom should have expertise in educational law.

Obstacle 3

The School Closure model presents obstacles to New York City in that we have found that same year school closure is neither as effective nor successful as the phase out model, in which a school is closed over a number of years. The USDE guidelines for the Closure model of intervention implies that funding for a PLA school under this model is limited to one year or less and not subject to renewal. An abrupt closure could mean that a new school is not ready for opening when the PLA school closes. Aside from the lack of time for school and community engagement, if plans are not ready for the immediate opening of a new school(s), NYC cannot afford to leave classroom space unutilized, as every classroom and seat is needed for both locally zoned students and school choice students.

Plan to address Obstacle 3

At this time, DOE will not seek to use this model of intervention. Instead, DOE is pursuing Turnaround phase out for 12 PLA schools, replacing them with 16 new schools as noted in Appendix B.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

- 3. Describe any LEA level activities or services (including establishing operating conditions, planning, implementation, and monitoring) that will support the implementation of the four models in identified schools. Provide a timeline of these activities that extends over the three year grant period, and includes any pre-implementation activities. Identify who will be responsible within the LEA for these activities, and include a description of their specific duties.**

LEA level Activities for Tier I and II Schools

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
Communicating the State's first announcement of identified PLA (Cohort I) schools	January 2010	NYCDOE Chancellor's Office	Inform appropriate schools, Superintendents, Cluster Leaders, Network Leaders and, all Central Offices and Divisions
Ongoing discussions with all appropriate constituencies to review school data, student achievement data, and all Children First Assessment tools	February/March 2010	Heads of Offices from Division of Portfolio Planning (DPP) - Division of Performance and Accountability (DPA)	Discuss possible pathways for success for the identified schools
Educational Impact Statements (EIS) are published on the NYCDOE website; community meetings are held to discuss pathways for the PLA	February/March 2010	Division of Portfolio Planning; Division of School Support and Instruction; Deputy Chancellor for Operations	Inform community of potential decisions regarding future restructuring, redesigning or possible closure of PLA schools.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
schools			
Suit is brought against NYCDOE by United Federation of Teachers (UFT) and others to stop the phase-out of certain PLA schools	February 2010	Response is prepared by Office of Legal Services and Office of Labor Relations	Defend suit so that phase-out via Turnaround can begin in 2010 for certain Cohort I PLA schools.
Supreme Court in NYS decides that the time frame for posting of EIS and conducting of public hearings for planned closures and school changes failed to comply with Education Laws, thus precluding the implementation of the Turnaround intervention model at certain PLA schools for fall of 2010.	March 26, 2010	Division of Portfolio Planning; Office of Student Enrollment; Division of Finance	Release applications to community to enable student enrollment at high schools previously thought to begin phaseout in September 2010. Realign school budgets to accommodate entering ninth grade students. Release school choice options for parents.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
NYCDOE submits application for implementation of Transformation model in 11 schools in September 2010; declares intent to apply for funding for remaining 22 schools in spring 2011 for implementation of model in 2011-2012.	June 2010 (revised October 2010)	NYC Chancellor; Heads of Offices from Division of Portfolio Planning/Office of School Improvement; Division of Talent, Labor and Innovation; Division of School Support and Instruction	Request funding for three years to implement Transformation model in 11 targeted schools.
Reform efforts continue at PLA schools in anticipation of implementation of a model in 2011	March 2010 through September 2010	Office of New Schools; Enrollment Planning; Division of Portfolio Planning	Space utilization surveys take place; zoning patterns and enrollment trends are analyzed; environmental surveys and parent surveys are conducted.
New Principal Training for new schools opening in PLA schools in Fall 2010 as reform effort	Weekly all day training March through June 2010	Office of New Schools; Division of Portfolio Planning; Division of Human Resources	NYCDOE prepares new leaders for all school operations and effective leadership skills.
School buildings are prepared for new schools opening in PLA schools fall 2010	July/August 2010	Division of School Facilities in collaboration with DPP and Division of School Support and Instruction (DSSI)	Renovations, painting, repair work, classroom preparation, library preparation, parent room preparation

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
Three week training takes place for principal and staff of new schools	July/August 2010	Office of New Schools; Intermediary Partners of new schools; DPP; DSSI; selected vendors and agencies that are engaged for p/d, curriculum development, support for principals	Conduct intensive training for individual new schools in curriculum models chosen; Induction/orientation to school: creating and preparing (co-planning with teachers); language and learning retreat (share and refine lessons for first semester); Observation and inter-visitation focus; “Knowing our Students”, goal setting; goals and interim assessments; reflection
New schools open in selected schools as part of reform efforts in anticipation of Turnaround in 2011-2012	September 2010	School Leaders, Teaching staff, Network Leaders, School Improvement Liaisons; Office of New Schools	Insure smooth and effective opening of new school; insure campus coordination with the existing PLA school
Leadership Academy Coaching for selected principals	40 hours of coaching for selected principals September-November 2010 and 40 hours again in Spring of 2011	Division of Human Resources; Division of Portfolio Planning	Principals in selected PLA schools are coached in effective leadership and administrative skills
Ensure faithful compliance with Education laws regarding timeframe for public comment and consultation	August 2010 through February 2011	Division of Portfolio Planning. Panel for Education Policy (PEP)	Pursuant to Chancellor’s Regulation, A-190 (Significant Changes in School Utilization), DOE releases Educational Impact Statements (EIS) with facilities needs and changes; zoning changes; supports for schools; possible interventions for PLA schools, etc., in anticipation of model implementation in the fall of 2011. “Changes to our Schools” is published on DOE website to inform public

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
			about changes (phase-outs; grade reconfigurations; co-locations of schools; opening of new schools for September 2011 in certain Cohort I PLA schools)
Parent Meetings are conducted and School Leadership Team meetings are conducted in the Cohort I PLA schools	October 2010 – January 2011	Office of Portfolio Planning; Office of School Development	Listen to community feedback about changes in the schools; respond to questions about suggested paths for the school; learn of concerns, obstacles and key issues that the school community faces.
NYS Education Commissioner announces second cohort of PLA schools in New York State	December 2010	NYSED in communication with NYC School Chancellor	Chancellor learns of 21 additional PLA schools in NYC that are eligible for School Improvement Grant 1003(g) funding
NYCDOE releases to school community the identification of additional schools as Persistently Lowest Achieving (PLA) as part of New York’s school reform agenda. 21 PLA schools are eligible to join 22 PLA schools identified in 2009-10 that are not yet implementing an	December 2010	NYCDOE Chancellor’s Office; Division of Portfolio Planning	Share information with Superintendents; Cluster Leaders; Children First Network; Schools; Parent Organizations; Community Education Councils; others.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
intervention model. Total number of PLA schools eligible for funding is 43.			
Hold information session for principals of schools newly identified as Persistently Lowest Achieving in December 2010 (Cohort II)	January 2011	Division of Portfolio Planning	Explain process of identification, the school's investigation including the Joint Intervention Team visits, and next steps. Discuss possible pathways for success for the identified schools.
Hold meetings with school leadership team, teachers, and parents of PLA schools to gather school community feedback on schools' performance, strengths, and areas requiring improvement and support.(Cohort II)	Winter 2011	Division of Portfolio Planning, District Superintendents	District superintendents lead community engagement discussions to ensure school community receives clear guidance on what led the school to becoming PLA and to hear from the school itself about what is working and what needs improvement. To support them in providing the school communities with information on the school's PLA status, fact sheets, letter to the school community, meeting flyer, and information-gathering document provided for each school.
Joint Intervention Team visits conducted at PLA schools (Cohort II and a few remaining Cohort I schools)	Winter 2011	Office of School Development	Work with NYSED to conduct JIT visits to examine all critical areas having impact upon student achievement, including Curriculum; Teaching and Learning; School Leadership; Infrastructure and School Success; Collection, Analysis, and Utilization of Data; Professional Development; and District Support.
Conduct community meetings; invite public commentary to enable transparent process	Summer 2010 through Summer 2011	Division of Portfolio Planning. Panel for Education Policy (PEP)	Review and post summary feedback from parent meetings; SLT meetings; conduct UFT meetings; conduct public hearing meetings with regard to proposed changes in our schools

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
<p>“New School Intensive” program provided to principals identified to lead phase-in schools as part of the Turnaround model -Hold weekly all-day training sessions for new principals of schools that will replace Turnaround Model schools in fall of 2011</p>	<p>Every week January through June 2011</p>	<p>Office of New Schools: Division of Portfolio Planning</p>	<p>Semester-long intensive provided to cohort of new principals whose new schools have been carefully aligned to phase-in at PLA schools that are slated to phase-out beginning in fall 2011. Weekly sessions provided on school staffing, student recruitment, operations, Central resources, instructional planning, community engagement, and all other aspects of managing a school. Topics to be covered include Community Engagement; Students recruitment and enrollment; Discipline; Safety; Scheduling programming; Operations; Supporting English Language Learners and Students with Disabilities; Struggling Learners; Advisories; Designing curriculum and mapping; Extended learning time; Calendars</p> <p>New full-time positions (3 FTE) are created in order to implement New School Intensive Program and ongoing Turnaround Phase-in school support for each year of grant.</p> <p>Senior Director of New Schools \$135,000 year 1; \$139,050 year 2; \$143,222 year 3</p> <p>Senior Director of New Schools \$116,000 year 1; \$119,480 year 2; \$123,064 year 3</p> <p>Job descriptions of above: The Senior Directors for New School Development provide advice, and decision-making input on portfolio policy and provide operational leadership to the Executive Director of New School Development by overseeing all major aspects of the</p>

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
			<p>Division’s new school creation efforts. One Senior Director for external affairs will seek out external partnerships and provide support for new school implementation, and one Senior Director’s primary role is to create innovative benchmarks and develop best practice guidelines for the creation of new schools, including the design of performance metrics, operational processes, as well as design and implementation of strategies for leadership and staff development.</p> <p>Director of Implementation and Support - \$109,000 year 1; \$112,270 year 2; \$115,638 year 3</p> <p>Job description: The Director of Implementation and Support will work with analytics to identify schools that are eligible to convert or close and re-open a school under a charter management organization (CMO) that has been pre-selected through a rigorous review process. The Director of Implementation and Support will also be responsible for making sure that operationally, all NY State requirements for converting a school into a charter school are met. He/She will effectively liaison with building councils, safety, and security in supporting a smooth transition during conversion/closure. The Director of Implementation and Support will also liaise with the School Construction Authority and Portfolio Planning to identify where space is available.</p>
Publish New School Directory for the public; circulate publication at	February 2011	Division of Portfolio Planning: Office of New Schools	Inform community of school application options for students and families at replacement schools for Turnaround PLA schools

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
schools and publish online for student applications for September 2011; Hold High School Fair for parents and students			
Application process for new schools in Cohort II PLA school for opening in fall 2012	March 2011 (recurring process every spring in anticipation of the 15 month-long process to prepare for opening of a new school)	School Development Office; Portfolio Planning	Accept applications from potential candidates to operate new schools. Conduct new school fair and orientation session for potential new school operators. Ongoing DOE process to establish high quality learning environments, including new school to open in 2012 at Metropolitan Corporate Academy, a Cohort II PLA school, and other potential Cohort III PLA schools.
Review of proposals for new schools	April/May 2011	Office of New Schools: Division of Portfolio Planning	Ascertain credibility of proposal; ascertain how the new school meets the needs of the PLA school and school community
Work with partnering organizations to obtain resumes and curriculum vitae of successful and effective school leaders for new replacement schools in potential phasing-out Turnaround PLA schools in 2012	April-June 2011	Office of New Schools: Division of Portfolio Planning; Division of Human Resources; NYC Leadership Academy; Aspiring Principals Program	Collaborate with external partners to seek effective leaders for new schools. Conduct interviews, research references, match successful leaders with new school plans and communities

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
Host Design and Development sessions for schools opening in 2012 in potential Turnaround PLA schools in 2012	Spring 2011	Office of New Schools	Technical assistance is provided for defining school mission, curriculum and instructional model of new schools
Non-Turnaround Cohort I and II PLA schools prepare School Improvement Plans to articulate their respective vision for school-wide strategies needed to drive improvements in student performance – submit preliminary plans and budgets that accompany requests for funding through the submission of the SIG 1003(g) proposal.	Winter/Early Spring 2011	School Principals and their School Leadership Teams (SLT); respective Cluster and Networks Division of Portfolio Planning, Division of Academics, Performance and Support	In consultation with their Networks, schools plan comprehensive set of long-term strategies include professional development, data-driven instruction, increased learning time, student support services, family and community engagement. Schools base needs analyses on Comprehensive Education Plan, Principal Performance Review goals, school accountability data, progress reports, and JIT reports to drive planning decisions.
Strategize school models appropriate for non-Turnaround PLA schools, including communication with internal and external stakeholders needed to	Winter/Early Spring 2011	All divisions, led by Chancellor’s Cabinet	Central planning on viable intervention strategies for schools, in concert with feedback from school community engagements, JIT reviews, SED and NYCDOE accountability data. Revisit and plan for the central organizational structure that is needed to implement citywide SIG-funded activities.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
operate SIG-funded models.			
Continue ongoing discussions with professional unions - United Federation of Teachers (UFT); Council of Supervisions and Administrators (CSA) on systems and procedures regarding teacher and principal effectiveness	Winter/Spring 2011	Chancellor's Office; High ranking officials of collective bargaining units; Office of Legal Services; Office of Labor Relations	Ensure that agreement is reached among all parties that they are committed to negotiate any changes to the collective bargaining agreement that are needed to implement a teacher and principal evaluation system consistent with Education Law §3012-c.
Develop and prepare launch of NYC Teacher Residency Program.	Winter/Early Spring 2011	Division of Talent and Human Resources	<p>Establish residency program to develop teachers prepared to work in schools undergoing turnaround/improvement strategies. Conduct research on existing residency programs, develop resident model and selection process, design organizational structure, build out timeline and budget along with marketing plan.</p> <p>Estimated cost (Central) of operating NYC Teacher Residency Program for each year of grant:</p> <p>New Full-time positions (2 FTE in year 1, increase to 3 FTE in years 2 and 3) Mentor Resident Coaches (3) @ \$81,000 = \$,162000 year 1; \$243,000 year 2; \$243,000 Year 3 - onsite coaches to support teacher residents and provide professional development (Code 15)</p>

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
			<p>Training stipends for Mentor Teachers @ \$5,000 per person - 16 mentor teachers in year 1 ; number of mentor teachers doubles in years 2 and 3 : Year 1 - \$80,000; Year 2 \$160,000; Year 3 \$160,000 (Code 15)</p> <p>OTPS – Service fee stipends for Teacher Residents (25 in number year 1 then doubles in years 2 and 3) Teacher Apprentices undergoing residency to teach in turnaround schools 25 Residents @ \$174 per day per school year (180 days - \$31,320 per year) = \$783,000 year 1; \$1,566,000 year 2; \$1,566,000 year 3 (Object Code 689 Code 40) Residents are “teachers in training” who undergo a year-long school-embedded training program as a Teacher’s Assistant in a high-need school learning to equip them with the knowledge and strategies they need to be successful in a Turnaround context. Residents will be paired with a mentor teacher, receive regular coaching and feedback, participate in master’s degree coursework weekly, and will take on increasing levels of accountability in the classroom throughout their training year.</p> <p>OTPS - Consulting services on teacher residency model from external partner -Academy of Urban School Leadership (AUSL) Year 1 - \$65,000; Year 2 - \$19,500; Year 3 - \$5,850 (Object code 689 Crosswalk Code 40)</p> <p>Conference travel for DOE staff for on-site training with AUSL for Year 1 pre-implementation only: \$3,000 (Object code 451 Crosswalk Code 46)</p>

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
Investigate Restart EPO requirements. Develop legal and operational framework for working with EPO entities.	February/Mar 2011 Staff hiring July-September 2011	Office of Legal Services; Division of Portfolio Planning; Office of Labor Relations; Division of Contracts and Purchasing	<p>NYCDOE has investigated the requirements of Restart and Education Law 211-e to determine if this model will be effective for work in PLA schools.</p> <p>New full-time positions (2 FTE) are created - Office of General Counsel - Manage, negotiate and maintain oversight on contractual arrangements with EPOs for Restart Schools @ \$130,000 per year = \$260,000 Year 1; \$267,800 Year 2; \$275,834 Year 3 (Code 15)</p> <p>New full-time positions (4 FTE) are created – 1 Deputy Ex. Dir. @ 95,000; 2 Restart Project Managers @ \$85,000 and 1 Project Analyst @ 75,000; \$60,000 in OTPS = \$400,000 year 1; \$412,000 year 2; \$324,360 year 3 – Deputy Executive Director oversees implementation of restart model, works with Office of General Counsel to ensure compliance with Education Law. (Code 15) Restart Project Managers responsible for processing policy recommendations and coordinating implementation of approved recommendations with CFNs. Analyst responsible for analysis of student achievement, EPO and school performance data. (Code 15)</p>
Decisions on PLA schools and corresponding school intervention models communicated to each school and its community.	Early May 2011	District superintendents, Divisions of Portfolio Planning & Accountability, Performance and Support	<p>Conduct information training session for superintendents, Cluster and Network leaders. Conduct school-based meetings, issue informational flyer to parents on decisions and timeline of next steps.</p> <p>Central staff develops and finalizes SIG application for submission to</p>

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
			<p>NYSED, incorporating school- proposed plans for improvement consistent with the recommended SIG models.</p>
<p>Hiring of staff for new Central-level positions that support all PLA schools implementing models of interventions</p>	<p>June-September 2011</p>	<p>Division of Portfolio Planning; Division of Human Resources; Charter school Office; School Planning Office; Office of New Schools; Division of Financial Planning and Management</p>	<p>New full-time position (1 FTE) Turnaround Project Manager - \$75,000 year 1; \$77,259 year 2; \$79,568 year 3 Job Description: Turnaround Project Manager supports Turnaround office with monitoring Turnaround and Restart school implementation of SIG-funded models; data management and analyses including interim data oversight</p> <p>New full-time position (1 FTE) Director of School Improvement Grants Fiscal Management - \$88,000 year 1; \$90,640 year 2; \$93,359 year 3 Job description: The Director of School Improvement Grant Fiscal Management designs policy and procedure for the conduct of budgetary and Title I grant management and reporting activities. The Director is responsible for all Department of Education (DOE) Title I budget operations including, but not limited to creating the budget, financial processing, resource allocations, human resources, space planning and facilities issues. The Director is also part of a management team that collectively develops and implements organizational strategies, policies and practices.</p> <p>Additional full-time positions are created- (3 FTE) – three additional School Improvement Managers (SIM) positions are created to join SIM’s who were employed through the Cohort I application of 2010-2011 - @</p>

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
			<p>\$106,500 = \$319,500 Year I; \$329,085 Year 2; \$338,958 Year 3 (Code 15)</p> <p>Working closely with the DOE’s existing Cluster and Network Teams that support all schools, the School Implementation Manager serves as the project manager ensuring that schools and networks receive appropriate guidance, coaching and professional development in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. Among other responsibilities, the SIM is also responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in schools undertaking the intervention models, and are responsible for meeting federal reporting requirements related to schools’ interim and summative performance.</p> <p>New Full –time positions Engagement Specialists- Planning Team (5 FTE) Engagement Specialists are responsible for holding community meetings to review school performance, discuss the school intervention model to be implemented; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, and choice options; assist families in transitioning to new schools if their current school is implementing the closure model. Staff will also develop tools for monitoring and tracking community engagement activities, school proposals and ensuring compliance with the public review and comment requirements of New York State Education Law. Staff will manage a</p>

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
			<p>number of school/community engagement-related activities, including event planning, development of print and electronic informational materials, strategic community outreach aimed at building understanding and support for proposals, and tracking of public comments. 5 FTE @ \$50,000 = \$250,000 Year 1; \$257,500 Year 2; \$265,225 Year 3 (Code 15)</p> <p>New full-time position - Research Analyst – Planning Team (1 FTE) The Analyst will develop and pilot a data system for use in SIG-funded District Schools. Staff will promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. The analyst will compile and collect data in which schools are identified as failing and a candidate for the turnaround model. \$55,000 Year 1; \$56,650 Year 2; \$58,350 Year 3 (Code 15)</p> <p>New full-time position (2 FTE) Teacher Effectiveness Implementation Manager: The Implementation Manager, Teacher Effectiveness is responsible for the operational management of the launch and scale up of an innovative and comprehensive teacher talent management system which focuses on teacher development and evaluation. The Implementation Manager, Teacher Effectiveness will participate in policy discussions about the program and translate related decisions into multifaceted and complex operational processes and procedures across a group of approximately 30 schools.</p>

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
			<p>\$81,000 per person per year, Years 1-3.</p> <p>New full-time position (1 FTE) Teacher Effectiveness Implementation Coordinator: The Implementation Coordinator, Teacher Effectiveness will provide operational and administrative support to the Teacher Effectiveness team focusing on work specifically for the Transformation and Restart schools that are implementing the teacher evaluation system. The coordinator will arrange training and logistics, develop and prepare materials related to Teacher Effectiveness tailored to the SIG-funded schools, and support the team on planning, policy implementation, and evaluation related to the participating schools.</p> <p>\$60,000 per year, Years 1-3.</p> <p>New full-time position (1 FTE) Director, Teacher Effectiveness Design: The Director, Teacher Effectiveness Design supports the launch and scale up of an innovative and comprehensive teacher talent management system which focuses on teacher effectiveness, teacher developmental strategies, and a learning management model for teachers. The Director, Teacher Effectiveness Design develops talent management curriculum and facilitates adult learning experiences, and is knowledgeable in many aspects of teacher talent management including instructional design, analyzing teaching practices, developing content for online learning, writing/editing teacher development content, and researching emerging trends in teacher development/effectiveness.</p>

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
			<p>\$100,000 per year for Years 1-3</p> <p>Additional full-time positions are created- (3 FTE) – three additional Talent Coaches for the Teacher Effectiveness system are created to join the existing positions employed through the Cohort I application of 2010-2011, to provide dedicated support to schools newly joining the teacher evaluation project - @ \$120,500 per person = \$360,000 per year for Years 1-3 (Code 15)</p> <p>New Full-time Position (1 FTE) - Performance-based Assessment Task High School Program Director: The High School Program Director for the Performance-based Assessment Task, as a component of the teacher evaluation system tying in the measures of student learning, will manage and coordinate the planning of the assessment modules and trainings for the participating high schools. The Director will be the point of contact for these schools in implementing the assessments and helping schools to translate the work into cohesive instructional planning. \$105,000 per year for Years 1-3</p> <p>New Part-time position (0.6 FTE) – Teacher Performance Unit Consultant: The TPU Consultant will provide school leaders with support to principals in connection with cases involving ineffective teachers in need of support and remediation. The consultant provide guidance to principals in their evaluation of low-performing staff through use of classroom observations, letters to file, records review, student</p>

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
			achievement data and other measures of assessment. \$54,600 per year for Years 1-3
Launch Central activities related to NYC Teacher Residency.	April-June 2011	Divisions of Portfolio Planning and Talent/HR, with UFT representation as appropriate	NYC Teacher Residency: Open application process; conduct screening (both paper and in-person process) before identifying candidates for inaugural cohort.
Release Expedited Competitive Solicitation (ECS) to pool of qualified EPOs for Restart PLA schools.	May 2011	Division of Contracts and Purchasing	Seek qualified organizations through a rigorous review process to determine Educational Partnership Organizations that can successfully manage Restart schools and significantly improve student achievement and increase graduation rates.
Coordinate vetting process to contract potential support partners for schools.	April-September 2011	Divisions of Portfolio Planning and Contracts and Purchasing	Oversee process to obtain external service providers with capacity to support Restart and Turnaround schools.
1. Evaluation and awarding of EPO proposals. 2. Follow-up meeting with Restart schools to revisit school plans based on any requests for information from NYSED and to begin discussions with relevant	June-August 2011	Divisions of Portfolio Planning & Accountability, Performance and Support; Superintendents, Cluster and CFNs	Facilitate “alignment” discussions between Restart schools and EPOs.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
EPOs, lead and support partners.			
Match PLA Restart schools with EPO	July-August 2011	Division of Portfolio Planning; Office of School Development; Division of Academics, Performance and Support	Conduct a series of meetings to engage Restart school with EPO; conduct school meetings and parent meetings to introduce EPO and begin collaboration with school; meet with union delegations; review achievement data; set benchmarks; designate roles and responsibilities; inform parents of choice options
Compliance with Article 18D of the United Federation or Teacher contract is conducted at Turnaround phase-in schools	May/June 2011 Process repeated in Spring 2012 and Spring 2013	Principal, Personnel Committee, UFT Chapter leaders, Parent Leaders ; Superintendents and Cluster Leaders	Ensure that staff from a Turnaround phasing out PLA school has the right to apply to the replacement school if they so desire and that all other aspects of the collective bargaining stipulations are met with compliance.
NYC Teacher Residency training for school-based Mentor Resident Coaches begin	June-August 2011	Division of Talent and Human Resources	Costs described previously
Coordination and training for Networks and Clusters for supporting Turnaround and Transformation schools, as well as aligning necessary technical assistance for EPOs working with Restart schools	June-September 2011	Divisions of Portfolio Planning, Accountability, Performance and Support; Cluster and CFNs	Meetings with various Cluster and Network leaders to gauge capacity and specific support needed to carry out Turnaround activities Estimated cost of Central management and support to Turnaround schools for each year of grant: New full-time positions: Director of Operations – Charter School Office (1 FTE) – oversight, policy making and operational leadership for new school creation;

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
Continue hiring Central support staff			<p>oversees New Vision’s implementation of two new charter schools replacements for JFK HS (See John F Kennedy Turnaround model school plan; negotiate with DOE Planning Team on co-location issues - \$95,000 Year 1; \$97,850 Year 2; \$100,786 Year 3 (Code 15)</p> <p>Accountability Analyst –Office of New School (1 FTE) - Develop and pilot data system for SIG-funded charter schools, in coordination with Turnaround Office for monitoring and reporting on leading indicators, adherence to grant requirements, and school progress/performance - \$60,000 Year 1; \$61,800 Year 2; \$63,654 Year 3 (Code 15)</p> <p>Postsecondary Readiness Support Manager for Brooklyn Frontiers High School (1FTE) – The Manager takes the place of an Intermediary Support Organization to provide technical assistance, professional development, and post-secondary services to the new school Brooklyn Frontiers High School – (See Turnaround School Plan for Pacific High School) \$95,000 Year 1; \$97,850 Year 2; \$100,786 Year 3 (Code 15)</p>
Conduct recruitment and hiring process for Master and Turnaround Teacher Program.	August 2011	Division of HR	<p>In collaboration with the teacher union, conduct application and screening for candidates interested in the Master and Turnaround Teacher Program. Hold hiring and recruitment process for Transformation and Restart school principals to interview and identify Master and Turnaround Teachers.</p> <p>New Full-time Position (1 FTE): UFT Teacher Center Liaison –</p>

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
			Dedicated union liaison to collaborate on training and ongoing support to Master and Turnaround Teachers in the program - \$90,480 Year 1; \$93,195 Year 2; \$96,456 Year 3 (Code 15)
Hold NYC Teacher Residency orientation for teacher residents	August 2011		Cohort of teacher residents informed on sequence of program model, expectations, introduced to leadership and staff of host schools that serve as their training academies. (Costs indicated previously)
Discussions with Educational Partnership Organizations that are managing certain Restart schools	August 2011 through May 2012	Division of Portfolio planning; Division of Academics, Performance and Support	An accountability contract with the EPO will be developed. DOE will be regularly evaluating the performance based metrics, to inform whether or not the contract with the EPO should continue.
Orientation meeting with principals of schools identified for Restart and Turnaround	August-September 2011	Division of Portfolio Planning & Accountability, Performance and Support; Superintendents, Cluster and CFNs	Discuss expectations among schools and Central/CFN-Cluster staff, provide overview of support structure, and give guidance on timeline of related activities. Training to clarify expectations about the NYC Teacher Effectiveness (TE) model. For Principals, school union representatives, union & DOE representatives
Meeting for Transformation and Restart principals	September/October 2011	Division of Portfolio Planning, SILs and SIMs, Cluster and Networks	Facilitate leadership preparation for school opening and beginning conversations with School Improvement Liaisons/School Implementation Managers, including goal-setting and action planning. Per session – Principal per session for leadership orientation trainings and ongoing meetings for principals of SIG-funded schools estimated 20

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
			<p>hours per principal \$16,693 per year – Years 1, 2 and 3 Code 15</p> <p>OTPS for leadership support for principals of SIG-funded schools from external partners - consultants for leadership development such as CSA’s Executive Leadership Institute, others. \$100,000 per year – Years 1, 2 and 3 (Object code 689 – Code 40)</p>
School buildings prepared for 2011-2012 opening	July-September 2011	Division of School Facilities, in collaboration with DPP and DAPS	Renovations, painting, repair work; classroom preparation, library preparation; parent room preparation, as necessary.
Schools open under respective Transformation, Restart or Turnaround model	September 2011	Schools with Cluster and Networks	Responsibilities for Restart schools shift to EPOs in alignment with contract. New replacement schools for the Turnaround model are supported by Office of New Schools.
School-directed support is provided to all schools implementing models of intervention under SIG.	September 2011- June 2014	DPP’s Office of School Planning; Division of Academics, Performance and Support	<p>Follow-up support for PLA schools in the implementation of all required model activities; support for implementation of Joint Intervention Team recommendations; support for schools before, during and after NYSED site visits on SIG-funded activities, respond to school needs in other areas of need to remove barriers and obstacles</p> <p>OTPS: Professional services curriculum and instruction and/or professional development (\$600,000 each year – Years 1, 2 and 3 (Object code 686 – Code 40)</p>
Residency period begins for NYC Teacher Residents at schools	September 2011 through June 2012	Division of HR; Host schools serving as resident training	Residents begin training program on effective teaching in schools undergoing turnaround while beginning graduate coursework, meet with mentors teachers and resident instructors.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
		academies	(Costs shown previously)
Professional development sessions on Teacher Effectiveness System.	September-June 2011	Division of Talent	Ongoing training for principal and key staff (up to 3 from each school) from each Transformation and Restart school. They, in turn, will turnkey the training and implement the evaluation activities at their schools with support from Talent Coaches.
Professional development sessions for Master and Turnaround Teachers	September 2011 through June 2012	Division of HR in collaboration with UFT	Turnaround Teachers will attend five hours of seminar related to lesson study, conducting a laboratory classroom and lesson modeling. In addition, Master and Turnaround Teachers will be able to reach out to the Division of Human Resources as well as the UFT liaison for guidance and support on their roles as needed.
Central evaluation planning for SIG-funded activities	September 2011-June 2014	Division of Portfolio Planning; Division of Contracts and Purchasing	<p>With external consultant, plan and coordinate process to evaluate effectiveness of Central activities implemented in Turnaround, Transformation, and Restart schools.</p> <p>Actual evaluation process will occur over the three year grant period.</p> <p>Estimated cost for carrying out evaluation: OTPS: External provider (Metis Associates; Learning Point Associates; others) to conduct evaluation on Central activities (site visits, interviews, surveys, data analyses, reporting) \$720,000 per year - Years 1, 2 and 3 (Object code 687 - Code 40)</p>
Ongoing support and monitoring from School Implementation Managers	September 2011-June 2012	Division of Portfolio Planning	SIMs ensure that schools and networks receive appropriate guidance, coaching and professional development in order to improve outcomes for students and pedagogical practices through implementation of the

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
			identified intervention model.
Professional development sessions on Teacher Effectiveness System	January 2011	Division of Talent	For principals & up to 3 staff Mid-point check-in/ Interim Ratings, feedback to teachers
Central planning on next cohort of PLA schools identified by NYSED by January 2012, ensure capacity to sustain support to Restart and Turnaround schools.	Winter/Spring 2012		Ongoing processes as described in Winter/Spring 2011
NYC Teacher Residents undergo placement at participating SIG model schools	Winter/Spring 2012	Division of Human Resources; Division of Portfolio Planning	Ongoing processes as described in 2011-2012
Have schools report on first year implementation of SIG-funded activities and plans for Year 2. Include any other data collection process needed for NYCDOE SIG activities evaluation.	Spring 2012	Division of Portfolio Planning; Cluster and Networks, SIMs, and EPOs	Poise schools to engage school community and parents to share out first year 'big wins' and progress, as well as discussion on planning for Year 2.
Restart schools review school progress with EPOs and ensure fidelity to	Spring 2012	Divisions of Portfolio Planning; Academics, Performance and	Provide Restart schools with opportunity to review delivery of contractual obligations with EPOs and ensure that they have option to select new EPO if agreed-upon benchmarks or services are not being met.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
contractual agreements for continuation.		Supports; Contracts and Purchasing; and General Counsel and Legal Services	
NYCDOE prepares and submits Year 1 Report / Year 2 Plan for Restart and Turnaround schools to NYSED	Spring 2012	Division of Portfolio Planning	Report activities, actions, results, academic performance, etc., as required by law.
NYCDOE conducts preparation for Years 2 implementation of Central activities.	Spring 2012	Division of Portfolio Planning; Academics, Performance and Supports; and Human Resources	Revisit of Central operations, staffing structure and activities based on evaluation recommendations.
Teacher Effectiveness System Support	April/May 2011	Division of Talent	For principals & up to 3 staff. Targeting PD, Synthesizing data for final ratings
Open application process for candidates interested in applying for the Master and Turnaround Teacher program	April-May 2012, 2013	Division of Human Resources; Division of Portfolio Planning	Ongoing process as described in August 2011
Launch application, recruitment and screening process for following year's	April-May 2012, 2013	Division of Human Resources; Division of Portfolio Planning	Ongoing processes as described in Winter/Spring 2011

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
NYC Teacher Residency Program			
Principals of Restart, Transformation, and Turnaround schools conduct staff hiring, including Master and Turnaround Teachers	May-June 2012, 2013	Principals; Division of Human Resources	Ongoing processes as described in August 2011
Remove staff who, after ample opportunities, have not improved their professional practice	June-July 2012, 2013	Office of Labor Relations. United Federation of Teachers Chapter Leaders	(N.B.: All applicable legal and contractual mandates will be followed when a decision to remove staff has been made) Evaluation using locally adopted competencies.
Training begin for next cohort of NYC Teacher Residents	Summer 2012, 2013	Division of Talent and Human Resources	Ongoing processes as described in summer 2011
Revisit and set protocols for evaluation of Central initiatives, to ensure readiness for implementation during school year	Late summer/ fall 2012, 2013	Portfolio Planning; Division of Human Resources; Charter school Office; School Planning Office; Office of New Schools; Division of Finance	Ongoing processes as described in late summer/fall 2011
Ensure schools are prepared for continuing implementation of Restart,	Late summer/ fall 2012, 2013	Portfolio Planning; Division of Human Resources; Charter	Cross-divisional follow-up to address pending issues related to school facilities, SIG funding, external partner contracting, staffing, student enrollment, etc.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
Transformation, or Turnaround activities		school Office; School Planning Office; Office of New Schools; Division of Finance	
Schools continue implementation of their improvement activities.	September-June 2012-2013 2013-2014	Portfolio Planning; Division of Human Resources; Charter school Office; School Planning Office; Office of New Schools; Division of Finance	Support from Central staff, EPOs, Cluster and Networks, external partners. School Implementation Managers continue to help project manage and monitor execution of schools' plans and progress as appropriate.
Reporting by school on yearly activities to ensure progress being made toward meeting and surpassing grant goals	Winter/Spring 2013, 2014	School Principals; EPOs; Division of Portfolio Planning	Report school activities, actions, results, academic performance, evaluations, etc., as required by law.
NYCDOE prepares progress report (or final reporting) on school implementation of SIG-funded activities to NYSED.	Spring 2013, 2014	Division of Portfolio Planning; Office of School Development	Report all school and Central activities, actions, results, academic performance, evaluations, etc., as required by law.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Section B: Descriptive Information (cont.)

- 4. For each Tier I and Tier II school that the LEA commits to serve, please complete the baseline data chart (Appendix A) and appropriate LEA Model Implementation Plan (Appendix B). When completing the LEA Model Implementation Plan, LEAs should refer to the Model Implementation Plan Rubric, to ensure quality responses.**

See related information in Appendices A and B

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Section B: Descriptive Information (cont.)

- 5. Describe the annual goals the LEA has established for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA has established for graduation rate in Tier I and II schools that receive school improvement funds. Additionally, please include annual goals for the leading indicators listed on page 18. Describe the LEA's plan for assessing school progress on meeting those goals, and for monitoring the implementation of the four models.**

An LEA's annual ELA, math and graduation goals should be designed so that a school that achieves them each year will no longer be persistently lowest achieving within three years. Please see NYSED guidance on setting goals for persistently lowest achieving schools at <http://www.p12.nysed.gov/accountability/memos.html>.

Note that the determination of whether a school meets the goals for student achievement established by the LEA is in addition to the determination of whether the school makes AYP as required by section 1111(b)(2) of the ESEA. In other words, each LEA receiving SIG funds must monitor the Tier I and Tier II schools it is serving to determine whether they have met the LEA's annual goals for student achievement and must also comply with its obligations for making accountability determinations under section 1111(b)(2) of the ESEA.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

In addition to regular performance and participation requirements for demonstrating adequate yearly progress under section 1111(b)(2) of the ESEA, each NYC PLA school implementing a model beginning in 2011-12 is expected to achieve the following annual improvement goals:

- For all schools: reduce the percentage of students in the All Students subgroup who are performing below the Proficient level (Levels 1 and 2) on NYSED ELA and Math assessments by 10% or more from the previous year;

NOTE: DOE is aware of the changes pertaining to resetting of the Annual Measurable Objectives (AMO) in Grades 3-8 English language arts (ELA) and mathematics beginning with the 2010-11 school year for purposes of making Adequate Yearly Progress (AYP) determinations. The approved amendment by USDE permits NYS to adjust the 2009-10 Safe Harbor baselines, so that accountability groups that have achieved a 10 percent gap reduction between 2009-10 and 2010-11 based on the new achievement standards may be credited with making AYP.

- For high schools; attain a minimum Total Cohort graduation rate of 60% after one year of implementation; (or) annually reduce the gap by a minimum of 20% between the school's Total Cohort graduation rate and the State's 80% graduation rate standard.

The annual goals for the leading indicators are as follows:

Below are our proposed benchmarks for leading indicators for SIG schools in 2011-2012.

- (1) Number of minutes within the school year
 - 100% of schools meeting the mandated number of instructional minutes
- (2) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup
 - At least 95% of all students and all subgroups participating in math and English state assessments.
- (3) Dropout rate
 - Decrease from last year by 5 percentage points.
- (4) Student attendance rate
 - Reach or maintain an attendance rate above 85%.
- (5) Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes
 - Increase percentage of students completing advanced coursework from last year by 5 percentage points as defined by NYC progress report college prep course index.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

- (6) Discipline incidents
- We prefer not to set a benchmark for this indicator as we believe it will create a disincentive for schools to openly report suspensions.
- (7) Truants
- Reduce by 1% the rate of students attending less than 50% of the time, measured by interval attendance report.
- (8) Distribution of teachers by performance level on an LEA's teacher evaluation system; and
- NYCDOE is implementing a new teacher evaluation system in Transformation & Restart schools in the 2011-2012 school year. Baseline data for the distribution of teachers by performance level is unavailable. NYCDOE anticipates the distribution of teacher performance levels under this new evaluation system to result in greater differentiation of teacher performance levels than the current system and that the results will be aligned with school (e.g., school accountability indicators) and other teacher performance indicators (e.g., teacher attendance). However, at this point, barring any baseline data, we prefer not to set a benchmark for this indicator.
- (9) Teacher attendance rate
- Reach or maintain an attendance rate above 95%.

Additionally, each PLA school implementing an intervention model will be expected to demonstrate improvement on NYC Progress Report metrics, as evidenced by the achievement of a higher overall grade or by showing positive trends on each of the three Progress Report grading measures (school environment, student performance, student progress). School Progress Report grades are based on three elements:

- *School Environment* constitutes 15% of a school's overall score. This category consists of attendance and the results of parent, student, and teacher surveys.
- *Student Performance* constitutes 25% of a school's overall score. For elementary and middle schools, student performance is measured by students' scores each year on the New York State tests in English Language Arts and Mathematics. For high schools, student performance is measured by diplomas and graduation rates.
- *Student Progress* constitutes 60% of a school's overall score. For elementary and middle schools, student progress measures average student improvement from last year to this year on the New York State tests in English Language Arts and Mathematics. For high schools, student progress is measured by credit accumulation along with Regents completion and pass rates.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

A school's results on each of the three Progress Report elements are compared to results of all schools serving the same grades throughout the City. Results are also compared to a peer group of up to 40 similar schools. Schools can earn additional credit when they help special education students, English Language Learners, and other high-need students make exemplary progress.

Interim progress measures and leading indicator data for each implementing school will be regularly monitored by central staff to ensure that implementation of the model is on-track and leading to the achievement of annual improvement goals. For example, periodic and predictive assessments administered three to five times a year in schools will provide interim data on the school's progress toward meeting the stated goal of "reducing the percentage of students in the All Students subgroup who are performing below the Proficient level (Levels 1 and 2) on NYSED ELA and Math assessments by 10% or more from the previous year." Ongoing monitoring of students' credit accumulation and progress toward meeting graduation requirements will support the school in tracking progress toward meeting the stated goal of "attaining a minimum Total Cohort graduation rate of 60% after one year of implementation; (or) annually reduce the gap by a minimum of 20% between the school's Total Cohort graduation rate and the State's 80% graduation rate standard. Monitoring of these interim progress measures will also inform the school's improvement on Progress Report metrics.

PLA implementing schools and network teams will have access to robust tools and technology to analyze student learning and other data on a regular basis – weekly, monthly, and quarterly (following periodic assessments administered 3-5 times a year) to enable ongoing monitoring of student performance and the overall implementation effort. Frequent analysis of this data will enable principals and teachers to make rapid changes based on what is and isn't working.

Across all SIG-funded schools, regardless of intervention model, NYCDOE is using a school performance dashboard that compiles data points on NYSED ELA and Math assessment, graduation rates, and NYCDOE Progress Reports, to ascertain the progress toward set goals. NYCDOE also looks at leading indicators as proxies for various aspects of the school's improvement work as it impacts school culture and environment, student participation and credit accumulation, and professional climate and capacity. All NYCDOE offices that play a key role in supporting schools, including EPOs, will have access to these dashboards along with school CEPs, Quality Review reports, State (and Federal) monitoring reports as applicable, and SIG plans to ensure that data is not being interpreted in isolation from important context of the school itself.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

The central Division of Portfolio Planning, working with the Division of Academics, Performance and Support, will use data analytics tools to regularly monitor the performance trends of each school implementing an intervention model, based on student outcome and leading indicator data. The results of these interim analyses will be regularly communicated to the school, network, SIM, and DTTS to inform the progress of the SIG-funded effort and enable prompt and appropriate intervention when leading indicator data show the intervention model effort is potentially off-track.

An annual evaluation report for each school, focused on student outcomes, will be developed to inform key stakeholders of the progress being made as a result of the model implementation effort.

The Office of New Schools will have reporting mechanisms in place at the new school replacements that are part of the Turnaround model at selected PLA schools to gauge the progress of the replacement schools as well as the work of their supporting intermediary partners. Similarly, the Office of School Development will ensure that EPOs working with Restart schools complete reports to demonstrate that they are providing the services and technical/ human resources based on the school-specific improvement plan. As part of the reporting, each partner is expected to provide progress and outcome data, based on its data-gathering systems (proprietary or otherwise) used to gauge the school's improvement.

The assigned School Implementation Manager will monitor the implementation of strategies and will report regularly to the Director of Turnaround and Transformation Schools any concerns that arise to enable appropriate intervention and prompt resolution. Quarterly implementation and monitoring reports for each school that were successfully developed last year will continue to be used, which look at *process* of the school improvement effort through the intervention models, and are aimed toward improving the effort during the course of implementation.

The reports from site visits by the NYSED at the schools will continue to inform schools and the DOE as to ways to improve implementation, both at the school and district level. In fact, the reports from the site visits during the 2010-2011 school year have helped to inform DOE in the preparation of this application.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Section B: Descriptive Information (cont.)

- 6. Describe how the LEA has consulted with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and II schools. Identify stakeholders, and describe any relevant outcomes from the consultations. Complete Appendix C: Collaboration and Consultation Form with signatures from consulted stakeholders. Consultation must be consistent with the State School Governance Law for New York City, Commissioner’s Regulations Part 100.11 and each LEA’s Title I Parent Involvement Policy.**

The process by which the DOE consults and collaborates with relevant stakeholders regarding school improvement efforts starts every year with the Department identifying which schools may be considered as “low performing”, most of which would be NYSED-designated Tier III schools. The process begins by compiling a preliminary set of schools that could possibly be considered for intensive support or intervention by looking at all schools that receive a grade of D, F, or a third consecutive C on the NYC Progress Report, and schools that receive a rating below Proficient on the NYC Quality Review, along with how the State assesses the school’s performance according to state accountability measures, even before a list of schools identified as Persistently Lowest Achieving (PLA) is released by NYSED. In order to fully engage the community, DOE has worked hard this year to get information out to the school communities early and often. In fact, the work that has been accomplished in this area this year has been above and beyond what was mandated by State law.

From the preliminary list that is generated, elementary and middle schools that score higher than their district average in English Language Arts and math, high schools with graduation rates higher than the citywide average, schools earning a Well Developed or Outstanding score on the Quality Review, or schools receiving a Progress Report for the first time are removed from the list and not considered for significant actions. With the remaining set of schools, of which PLA schools are first and foremost for immediate reform efforts, DOE undergoes in-depth conversations with school communities and networks to get an even better sense of what is happening at this school, and what significant action is needed. Consideration is given to performance data, school culture, and enrollment-based demand information. Eventually, a set of schools remains that are not serving their students well enough and need more aggressive supports and intervention. The information gleaned from such investigations, interviews and visits, caused reform efforts to begin in PLA schools in advance of full implementation (to begin in fall 2011) of one of the four intervention models. In some cases, reform efforts began in the 2010-11 school year (or earlier) before a few schools were designated as PLA in December of 2010.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

The goal for every proposal related to change in school structure (whether a SIG intervention model or a more local non-SIG specific change such as moving a school, proposing it for downsizing or grade reconfiguration) is to get information out to communities well in advance of a Panel for Educational Policy vote. DOE talks to parents, School leadership Teams, Community Education Councils, and local Community Based Organizations about the proposed ideas for change. It is made very clear in these meetings that no proposal has been settled on yet, and the purpose of the meetings is to hear feedback and new ideas.

At the meetings for struggling schools over the past 15 months, Superintendents explained the Department's thinking on why a school was struggling and what particular factors show this to be the case. They also reviewed what supports had been put in place at the school already. Superintendents listened to parents, school staff, students, and other members of the community as they gave feedback on what things are happening at the school that DOE may have missed and what things are happening at the school that must change.

The Division of Portfolio Planning created and distributed "Fact Sheets" for each school involved. These are available on the DOE website and spelled out, in an easy-to-understand way, ideas for proposals, the rationale, relevant data, and clear instructions for how to offer feedback.

[Available at <http://schools.nyc.gov/community/planning/Support+and+Intervention.htm>]

Much of the valuable feedback was integrated into decisions, helping shape both the decisions as to which schools would be proposed for SIG models such as Turnaround phase-out and which schools would require different supports. Over the course of several months, DOE went through extensive notification efforts, making sure that each school community, including parents, teachers, community groups, local officials and students themselves were aware of the proposal.

DOE then distributed "Updated Fact Sheets" for each school, which provided an overview of what the proposal would mean for current and future students, relevant information that led to this decision, response to feedback already received, and information on how the community could submit feedback on the proposal. These Fact Sheets can be found here: <http://schools.nyc.gov/community/planning/Support+and+Intervention.htm>.

Beyond communicating when a failing school needs to be phased out, the DOE also does extensive consultation with community stakeholders regarding the type of new school they would like in their community to replace the one that is being phased out. To that end, each year the DOE develops a strong pipeline of school leaders by actively soliciting proposals from a variety of sources, including people currently working in schools and external organizations

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

with proven track records of success in new schools. DOE considers information gathered during engagement and other information about the community as decisions are made about the right school leader and school model for a campus. New leaders are introduced to their community and elected officials in small group meetings– to continue to listen to key stakeholders about what they would like to see in a school in their community.

While the above narrative describes the standard process by which schools and school communities are apprised of changes and are made a part of those changes, additional consultation and collaboration is required in regard to implementation of an intervention model using School Improvement Grant 1003 (g) funds. The NYCDOE has engaged in conversations with the schools that will participate in the implementation of a SIG-funded model since the NYSED released the list of Persistently Lowest Achieving Schools Cohort II in December of 2010, by informing the school principals and core members of School Leadership Teams, Superintendents, Cluster and Network Leaders, all Central Offices and Divisions. The beginning of the formal consultation began with a notification letter to school principals sent in January 2011, and an informational meeting held in January 2011 to inform principals, School Leadership Teams, UFT Chairs, parents and network personnel of:

- Context and methodology for the State’s identification of schools as PLA;
- Required interventions for PLA schools (overview of the 4 models; general process and timeline for selection and implementation of models;
- Role of Joint Intervention teams;
- Funding, resources and supports available;
- Discuss possible pathways for success for the identified schools communication and consultation protocols);
- Provide opportunity for questions and answers; and
- Review of school-specific data and concerns.

Over the months since that meeting took place, Superintendents have met with the principals and School Leadership Teams of each school, and general consultation around the framing and planning of key components of the models and the selection of schools and their readiness for such implementation has taken place. Intensive consultation and collaboration occurred between the DOE and the UFT during the course of negotiations to come to understanding on the implementation of key model elements.

Stakeholders in the planned Restart model schools require additional consultation and collaboration, which will be ongoing through summer 2011, as the selection of the Educational Partnership Organization for a school is determined by the DOE. To this end, the consultation /collaboration forms (Appendix A) submitted with this application are not yet complete for all

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

schools implementing models of intervention. These will be submitted to NYSED upon completion of the activities required to comply with the State School Governance Law for New York City, Commissioner's Regulations Part 100.11.

Discussions with the UFT in summer 2011 continued in respect to the provisions to Education Law 3012-c and an agreement was reached in July 2011 that would enable the implementation of the teacher evaluation in schools slated to carry out both Transformation and Restart models. A similar discussion with CSA related to the principal evaluation mandates was completed with an agreement reached in August 2011.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Section B: Descriptive Information (cont.)

- 7. Describe for each Tier III school that the LEA commits to serve, the services the school will receive or the activities the school will implement (including establishing operating conditions, planning, implementation, and monitoring) that will support an increase in student achievement in identified Tier III schools. Provide a timeline of these activities that extends over the three year grant period, and includes any pre-implementation activities. Identify who will be responsible within the LEA for these activities, and include a description of their specific duties.***

NOTE: NYCDOE is not committing any SIG 1003(g) funding to any Tier III schools. The activities shown below are part of the ongoing supports that are provided to all Schools in Need of Improvement (Tier III schools), using local funds, Title I SIG 1003(a) funds, and other fund sources.

LEA level Activities for Tier III Schools

Type of Activity/Description	Timeline	Persons Responsible	Description of duties
Ongoing support for all Schools identified as in Need of Improvement, including Tier I, II and III	Years 1, 2 and 3	Office of School Development	<p>A primary function of the Office of School Development is to work with districts and schools through all aspects of the school improvement process from identification, which includes changes in comprehensive planning for schools identified as being in need of improvement, corrective action and restructuring, supporting the implementation of proposed strategies, identifying and working to eliminate hindrances to effective implementation, and monitoring the implementation. As a key component of the office's activities, the Senior School Improvement Liaison (SIL) positions have been established to set forth and codify many of the activities already in place. Two responsibilities of the SIL are to assist in technical assistance for planning, and to support and conduct monitoring processes.</p> <p>When a school is first identified as being a School in Need of Improvement, the SIL works with the principal and key stakeholders at the school level and with the Network leader to demystify NCLB Accountability Rules and NYSED Differentiated Accountability rules,</p>

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

		<p>insure that parent notification is implemented, explain School Choice Options and Supplemental Educational Services to the school community, and insure that all other aspects of NCLB and NYSED laws are in compliance, including Principal Attestations, HQ Teacher Attestations and notifications. The SIL is in constant contact with a SINI School (Tier I, II or III) when new initiatives are reported by NYSED; when required reporting documents are due to DOE or SED; when meetings, conference calls and web casts are conducted to benefit the school improvement reform efforts, and to assist the school in any other way, working alongside other partners to support the school and improve student academic achievement.</p> <p>Such technical assistance and support for educational planning is provided to schools that are planning for school improvement efforts in their Comprehensive Education Plan (CEP); their School in Need of Improvement Grant applications; assisting in the self-assessment document for the School Quality Review; participating and assisting in planning and implementation of Curriculum Audits; participating and supporting through the Joint Intervention Team process and reporting requirements, and follow-up implementation of recommendations.</p> <p>These processes are informed by student achievement data and by best instructional and leadership practices. The processes attempt to support schools through a continuous improvement approach to educational planning.</p> <p>The steps in the process include:</p> <ul style="list-style-type: none"> • Data analysis • Determination of causal factors • Identification of goals and objectives • Determination of appropriate strategies to address identified needs • Action planning
--	--	--

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

			<ul style="list-style-type: none"> • Preparation for implementation <p>Support visits to schools with approved CEP's and School in Need of Improvement grants are scheduled on a regular basis.</p> <p>The process of monitoring plan implementation starts with questions:</p> <ol style="list-style-type: none"> 1. What focused interventions are being implemented? 2. What professional development was planned for the staff to be delivered prior to the school year, for staff new to the school and/or assignment, and for supervisors and administrators? 3. What changes in budget/resource allocations were anticipated for the current school year? 4. What changes in student support services, parent involvement and use of technology were planned? 5. What were other key elements of the plan? <p>The monitoring process then continues as team members conduct conversations with key staff, network and cluster personnel; parents, students; review documents such as professional development schedules and budgets; and participate in instructional walkthroughs (plan specific, focusing on specific changes, i.e. changes in instructional methodologies to English Language Learners) to gather evidence of plan implementation. Members of the team (central/district) debrief their observations and findings and prepare to share with school leadership. The focus of conversation is to determine the extent to which the school has been able to implement a plan and their identification of hindrances, if any. The SIL, Network Leader, Network personnel and Central support personnel provide support to remove hindrances.</p> <p>The monitoring process focuses on the extent of</p>
--	--	--	---

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

			implementation of the Comprehensive Educational Plan/Restructuring Plan/Redesign Plan and to provide technical assistance. As a result of the monitoring process, useful information is incorporated into midcourse adjustments during the school year, consistent with school improvement processes for continual improvement.
	Years 1, 2 and 3	Central DOE	<p>All schools receive support and assistance from their superintendent and Children First Network team, a group of educators who work directly with schools. This team helps schools identify best practices, target strategies for specific students in need of extra help, and prioritize competing demands on resources and time. Each school community chooses the network whose support best meets its needs, and each network works to improve student achievement in all of its schools.</p> <p>To ensure that all schools are fully supported, the DOE has added instructional staff to each network team, including a Coordinator of Early Intervention Services, who are working intensively with principals and teachers to strengthen curriculum and teaching in ways that will meet the needs of struggling students.</p> <p>Additionally, networks are helping schools implement a diverse range of classroom-level supports during the school day, including individual instruction, small-group work, team teaching, targeted and well-planned after-school tutoring during extended day time, and training and supporting principals and teachers as they integrate the new national Common Core standards into school curricula and teaching.</p>
	Years 1, 2 and 3	Central DOE	To identify the kind of action that will be best for this school and its students, the DOE reviews school data, consults with superintendents and other experienced educators who have worked closely with the school, and gathers community

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

			<p>feedback. The DOE considers:</p> <ul style="list-style-type: none"> • Improvement strategies already in place that are showing promising results; • Student performance data over time, including previous years' performance; • Demand and enrollment trends; • School leadership; • Teacher effectiveness; • School culture; • Local district needs. <p>The DOE uses a wide range of data and information to identify schools that are struggling. Schools that receive a grade of D, F, or a third consecutive C on the Progress Report and schools that receive a "below proficient" rating on the Quality Review are considered for intensive support or intervention.</p> <p>The Department of Education works closely with struggling schools to help them improve by offering resources such as professional development and teacher training, and additional funding for specialized programs. In some cases, the DOE decides more aggressive interventions are necessary to ensure that all students are being prepared for future success. These interventions include:</p> <p>Keep the school open and continue to support it, but even more intensively through:</p> <ul style="list-style-type: none"> • Staff replacement; • Leadership change; • Bring in mentor teachers at higher salaries; • Introduce new programs to attract additional families; • Grade reconfigurations (for example, transforming a 6-12 school to a 9-12 school)
--	--	--	---

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

*Although LEAs are required to identify Tier III schools that they commit to serve, SED will prioritize funding for Tier I and Tier II schools. SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Section B: Descriptive Information (cont.)

- 8. Describe the annual goals the LEA has established for monitoring student achievement on the State’s assessments in reading/language arts and mathematics and/or annual goals the LEA has established for graduation rate in Tier III schools that receive school improvement funds.***

According to the USED Guidance on School Improvement Grants under Section 1003(g), “An LEA must establish, and the SEA must approve, goals to hold accountable the Tier III schools it serves with SIG funds (see section II.C(a) of the final requirements), although the LEA has discretion in establishing those goals. For example, the LEA might establish for its Tier III schools the same student achievement goals that it establishes for its Tier I and Tier II schools, or it might establish for its Tier III schools goals that align with the already existing AYP requirements, such as meeting the State’s annual measurable objectives or making AYP through safe harbor. Note that the goals that the LEA establishes must be approved by the SEA.”

Tier III schools are held accountable to goals that align with the regular performance and participation requirements for demonstrating adequate yearly progress under section 1111(b)(2) of the ESEA and all NYSED Accountability rules under the Differentiated Accountability system in New York State.

*Although LEAs are required to identify Tier III schools that they commit to serve, SED will prioritize funding for Tier I and Tier II schools. SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Following section shows the baseline data for these schools:

1. AUGUST MARTIN HIGH SCHOOL
2. BANANA KELLY HIGH SCHOOL
3. BEACH CHANNEL HIGH SCHOOL
4. BOYS & GIRLS HIGH SCHOOL
5. BRONX HIGH SCHOOL OF BUSINESS
6. BUSHWICK COMM HIGH SCHOOL
7. CHRISTOPHER COLUMBUS HIGH SCHOOL
8. GRACE H DODGE CAREER AND TECH HS
9. GROVER CLEVELAND HIGH SCHOOL
10. HERBERT H LEHMAN HIGH SCHOOL
11. HS 560 BRONX ACADEMY HIGH SCHOOL
12. IS 136 CHARLES O DEWEY
13. IS 195 ROBERTO CLEMENTE
14. IS 339
15. JAMAICA HIGH SCHOOL
16. JHS 166 GEORGE GERSHWIN
17. JHS 22 JORDAN L MOTT
18. JHS 80 MOSHOLU PARKWAY
19. JOHN ADAMS HIGH SCHOOL
20. JOHN DEWEY HIGH SCHOOL
21. JOHN ERICSSON MIDDLE SCHOOL 126
22. JOHN F KENNEDY HIGH SCHOOL
23. MONROE ACAD FOR BUSINESS & LAW
24. MS 391
25. NEWTOWN HIGH SCHOOL
26. NORMAN THOMAS HIGH SCHOOL
27. PACIFIC HIGH SCHOOL
28. PAUL ROBESON HIGH SCHOOL
29. RICHMOND HILL HIGH SCHOOL
30. SCH-COMMUNITY RESEARCH & LEARNING
31. SHEEPSHEAD BAY HIGH SCHOOL
32. WASHINGTON IRVING HIGH SCHOOL
33. WILLIAM CULLEN BRYANT HIGH SCHOOL

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	August Martin High School
NCES#:	01912
Grades Served:	9-12
Number of Students:	1,160
Model to be Implemented:	Restart

1. Number of minutes within the school year

64,800 minutes

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

76#

7%

 %

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10)

95%

4. Distribution of teachers by performance level on LEA’s teacher evaluation system

Satisfactory: 61 Unsatisfactory: 6

The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either “S” (Satisfactory) or “U” (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher’s performance.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	Banana Kelly High School
NCES#:	02968
Grades Served:	9-12
Number of Students:	448
Model to be Implemented:	Restart

1. Number of minutes within the school year

66510

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

62 14% %

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10

99 %

4. Distribution of teachers by performance level on LEA's teacher evaluation system

Satis:30
Unsatis:1

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	Beach Channel High School
NCES#:	01918
Grades Served:	9-12
Number of Students:	1,053
Model to be Implemented:	Turnaround

1. Number of minutes within the school year

66,510

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

N/A %

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10)

10.1
days

4. Distribution of teachers by performance level on LEA's teacher evaluation system

S 68 U 0

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

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	Boys and Girls High School
NCES#:	01921
Grades Served:	9-12
Number of Students:	1,943
Model to be Implemented:	Restart

- 1. Number of minutes within the school year** 73440
- 2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes** # 126 6% %
- 3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10)** # 9.2 days %
- 4. Distribution of teachers by performance level on LEA’s teacher evaluation system** Satisfactory 118
Unsatisfactory 8

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either “S” (Satisfactory) or “U” (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher’s

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

performance.

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	Bronx High School of Business
NCES#:	05176
Grades Served:	9-12
Number of Students:	439
Model to be Implemented:	Restart

1. Number of minutes within the school year

67,680

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

27 6% %

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10

8.1 days

4. Distribution of teachers by performance level on LEA's teacher evaluation system

S: 34, U: 0

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

principal has the final responsibility for rating a teacher’s performance.

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	Bushwick Community High School
NCES#:	05725
Grades Served:	9-12
Number of Students:	420
Model to be Implemented:	Restart

1. Number of minutes within the school year 70,590
2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes # 10 2% %
3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10) # 5.1 days %
4. Distribution of teachers by performance level on LEA’s teacher evaluation system S -25
Unsatisfactory-1

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either “S” (Satisfactory) or “U” (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher’s performance.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	Grace H. Dodge Career and Tech High School
NCES#:	01958
Grades Served:	9-12
Number of Students:	1,373
Model to be Implemented:	Restart

- 1. Number of minutes within the school year** 79,560
- 2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes** # 19 1% %
- 3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10)** # 8.1 days %
- 4. Distribution of teachers by performance level on LEA’s teacher evaluation system** Satisfactory – 89
Unsatisfactory - 1

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either “S” (Satisfactory) or “U” (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher’s performance.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for each persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	Grover Cleveland High School
NCES#:	01959
Grades Served:	9-12
Number of Students:	2,416
Model to be Implemented:	Restart

1. Number of minutes within the school year 74,520
2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes # 824 34% %
3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10) # 90 %

Satisfactory – 138
Unsatisfactor - 4

4. Distribution of teachers by performance level on LEA’s teacher evaluation system

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either “S” (Satisfactory) or “U” (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher’s performance.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	Herbert H Lehman High School
NCES#:	01964
Grades Served:	9-12
Number of Students:	3,925
Model to be Implemented:	Restart

1. Number of minutes within the school year 81,600

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes # 432 11%

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10) # 8.7 days

4. Distribution of teachers by performance level on LEA's teacher evaluation system Satisfactory- 216
Unsatisfactory- 5

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	High School 560 Bronx Academy
NCES#:	05565
Grades Served:	9-12
Number of Students:	341
Model to be Implemented:	Turnaround

1. Number of minutes within the school year

66,510

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

254 | 74% %

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10

5.6 days

4. Distribution of teachers by performance level on LEA's teacher evaluation system

S 15 U 4

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

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	IS 136 Charles O Dewey
NCES#:	05513
Grades Served:	6-8
Number of Students:	498
Model to be Implemented:	Restart

1. Number of minutes within the school year

69,160 + 5400 ETS

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

27 8 th grade students took 9 th grade regents math and science	%
---	---

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10

#	94.4%	%
---	-------	---

4. Distribution of teachers by performance level on LEA's teacher evaluation system

Satisfactory: 39 Unsatisfactory: 2

Directions: Please describe the LEA's teacher evaluation system.

The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	IS 195 Roberto Clemente
NCES#:	01993
Grades Served:	6-8
Number of Students:	399
Model to be Implemented:	Turnaround

1. Number of minutes within the school year

64,800

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

N/A %

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10)

8.0 days

4. Distribution of teachers by performance level on LEA's teacher evaluation system

S 55 U 2

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

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	IS 339
NCES#:	03780
Grades Served:	6-8
Number of Students:	797
Model to be Implemented:	Restart

- 1. Number of minutes within the school year** 84,000
- 2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes** # 0% %
- 3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10)** # 91% %
- 4. Distribution of teachers by performance level on LEA’s teacher evaluation system** Satisfactory: 66
Unsatisfactory: 4

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either “S” (Satisfactory) or “U” (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher’s performance.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	Jamaica High School
NCES#:	02008
Grades Served:	9-12
Number of Students:	1,178
Model to be Implemented:	Turnaround

1. Number of minutes within the school year

66,510

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

#	142	12%	%
---	-----	-----	---

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10)

#	11.0 days
---	--------------

4. Distribution of teachers by performance level on LEA's teacher evaluation system

S 88 U 0

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

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	JHS 166 George Gershwin
NCES#:	02595
Grades Served:	6-8
Number of Students:	516
Model to be Implemented:	Restart

1. Number of minutes within the school year

64,800

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

0 %

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10)

95% %

4. Distribution of teachers by performance level on LEA's teacher evaluation system

Satisfactory – 37
Unsatisfactory - 9

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	JHS 22 Jordan L Mott
NCES#:	04461
Grades Served:	6-8
Number of Students:	642
Model to be Implemented:	Restart

- 1. Number of minutes within the school year** 69,300
- 2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes** # N/A %
- 3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10)** # 96% %
- 4. Distribution of teachers by performance level on LEA’s teacher evaluation system** S-43, u-5

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either “S” (Satisfactory) or “U” (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher’s performance.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	JHS 80 Mosholu Parkway
NCES#:	02316
Grades Served:	6-8
Number of Students:	652
Model to be Implemented:	Restart

1. Number of minutes within the school year

66,800 minutes

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

0 %

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10)

83 %

4. Distribution of teachers by performance level on LEA's teacher evaluation system

Satisfactory – 48;
Unsatisfactory – 1

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	John Adams High School
NCES#:	02013
Grades Served:	9-12
Number of Students:	3,296
Model to be Implemented:	Restart

- | | | |
|--|---|--|
| 1. Number of minutes within the school year | | 84,600 minutes |
| 2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes | # | 350 11% % |
| 3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10) | # | 95% % |
| 4. Distribution of teachers by performance level on LEA’s teacher evaluation system | | Satisfactory: 201
Unsatisfactory: 4 |

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either “S” (Satisfactory) or “U” (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher’s performance.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	John Dewey High School
NCES#:	04312
Grades Served:	9-12
Number of Students:	2,613
Model to be Implemented:	Restart

1. Number of minutes within the school year

78,000 minutes

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

#	233	9%
---	-----	----

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10)

#	9.4 days
---	-------------

4. Distribution of teachers by performance level on LEA's teacher evaluation system

S: 138, U: 1

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	John Ericsson Middle School 126
NCES#:	02467
Grades Served:	6-8
Number of Students:	329
Model to be Implemented:	Restart

1. Number of minutes within the school year

64,800 minutes

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

#

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10

#

4. Distribution of teachers by performance level on LEA's teacher evaluation system

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	John F. Kennedy High School
NCES#:	02016
Grades Served:	9-12
Number of Students:	1,142
Model to be Implemented:	Turnaround

1. Number of minutes within the school year

66,510

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

58 5% %

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10)

9.7 days

4. Distribution of teachers by performance level on LEA's teacher evaluation system

S: 80, U: 1

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

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	Monroe Academy for Business & Law
NCES#:	01339
Grades Served:	9-12
Number of Students:	381
Model to be Implemented:	Turnaround

1. Number of minutes within the school year

66,510

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

83 9% %

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10

10.6 days

4. Distribution of teachers by performance level on LEA's teacher evaluation system

S: 27, U: 1

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

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	MS 391 Angelo Patri
NCES#:	03812
Grades Served:	6-8
Number of Students:	633
Model to be Implemented:	Restart

1. Number of minutes within the school year 65880

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes # N/A %

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10) # 8.7
days

4. Distribution of teachers by performance level on LEA's teacher evaluation system S: 57, U: 0

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	Newtown High School
NCES#:	02038
Grades Served:	9-12
Number of Students:	2,870
Model to be Implemented:	Restart

1. Number of minutes within the school year

78,960 minutes

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

#	320	11%	%
---	-----	-----	---

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10)

#	95 %	%
---	------	---

4. Distribution of teachers by performance level on LEA's teacher evaluation system

137:S 3:U

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	Norman Thomas High School
NCES#:	02039
Grades Served:	9-12
Number of Students:	1,736
Model to be Implemented:	Turnaround

1. Number of minutes within the school year

66,510

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

N/A %

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10)

9.7 days

4. Distribution of teachers by performance level on LEA's teacher evaluation system

S: 124, U: 0

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

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	Pacific High School
NCES#:	00821
Grades Served:	9-12
Number of Students:	204
Model to be Implemented:	Turnaround

1. Number of minutes within the school year

66,510

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

N/A %

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10

5.9 days

4. Distribution of teachers by performance level on LEA's teacher evaluation system

S 15 U 0

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

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	Paul Robeson High School
NCES#:	01908
Grades Served:	9-12
Number of Students:	626
Model to be Implemented:	Turnaround

1. Number of minutes within the school year

66,510

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

50 8% %

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10

9.7 days

4. Distribution of teachers by performance level on LEA's teacher evaluation system

S: 57, U: 1

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

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	Richmond Hill High School
NCES#:	02863
Grades Served:	9-12
Number of Students:	2,910
Model to be Implemented:	No Model (SURR Plan)

1. Number of minutes within the school year

81,000

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

244 8% %

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10)

7.6 days

4. Distribution of teachers by performance level on LEA's teacher evaluation system

S 156 U 6

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	School Community Research & Learning
NCES#:	05507
Grades Served:	9-12
Number of Students:	314
Model to be Implemented:	Turnaround

1. Number of minutes within the school year

66,510

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

15 5% %

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10)

6.5 days

4. Distribution of teachers by performance level on LEA's teacher evaluation system

S: 33, U: 0

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

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	Sheepshead Bay High School
NCES#:	02873
Grades Served:	9-12
Number of Students:	2,147
Model to be Implemented:	Restart

1. Number of minutes within the school year

74520

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

52 2% %

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10)

96.1 %

4. Distribution of teachers by performance level on LEA's teacher evaluation system

118 "S" and 8 "U"

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	Washington Irving High School
NCES#:	02885
Grades Served:	9-12
Number of Students:	1,231
Model to be Implemented:	Restart

1. Number of minutes within the school year

72,900

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

404 33% %

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10)

6.6 days %

4. Distribution of teachers by performance level on LEA's teacher evaluation system

S: 90, U: 3

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Appendix A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

School:	William Cullen Bryant High School
NCES#:	02887
Grades Served:	9-12
Number of Students:	3,010
Model to be Implemented:	Restart

1. Number of minutes within the school year

60,160 min

2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

341 11% %

3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10)

95.8

4. Distribution of teachers by performance level on LEA's teacher evaluation system

U-5 S-155

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

APPENDIX B: MODEL SCHOOL PLANS

TURNAROUND MODEL

RESTART MODEL

TRANSFORMATION MODEL

Please see accompanying files for each model for school-specific plans.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

BUDGET NARRATIVE: SCHOOL LEVEL ACTIVITIES FOR TIER I AND II

Directions: For each model type (turnaround, restart, closure, or transformation), complete the following budget narrative. List all of the schools implementing the model type, and complete the chart detailing the costs. For example, if the LEA is implementing turnaround in four schools, the individual schools would be listed below, but the budget narrative would detail the total costs associated for implementing turnaround in all four schools.

Model: **TURNAROUND**

List of REPLACEMENT Schools implementing model (**this does not show the PLA schools phasing out under the model*):

School Name	NCES #*:	Tier I*	Tier II
Murray Hill Academy	N/A	N/A	
New Design Middle School	N/A	N/A	
Bronx Bridges High School	N/A	N/A	
Bronx Arena High School	N/A	N/A	
New Visions Charter High School for the Humanities	N/A	N/A	
New Visions Charter High School for Advanced Math and Science	N/A	N/A	
Bronxdale High School	N/A	N/A	
Pelham High School for Language and Innovation	N/A	N/A	
Metropolitan Soundview High School	N/A	N/A	
Brooklyn Frontiers High School	N/A	N/A	
Pathways in Technology Early College High School, P-TECH	N/A	N/A	
Rockaway Collegiate High School	N/A	N/A	
Rockaway Park HS for Environmental Sustainability	N/A	N/A	
Hillside Arts & Letters Academy	N/A	N/A	
High School for Community Leadership	N/A	N/A	
Jamaica Gateway to the Sciences	N/A	N/A	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

BUDGET NARRATIVE: TURNAROUND MODEL (Continued)

Turnaround	PROPOSED LEA ALLOCATION				OTHER FEDERAL OR STATE ALLOCATIONS			Total Project Allocation
	Pre-implementation	Year 1 - Full			Year 1 - Full Implementation	Year 2	Year 3	
		Implementation	Year 2	Year 3				
Professional Staff	\$ 86,163	\$ 1,682,125	\$ 1,750,983	\$ 1,690,454	\$ 1,172,808	\$ 2,345,616	\$ 3,518,424	\$ 12,246,573
Support Staff	\$ 1,521	\$ 66,561	\$ 43,047	\$ 42,092	\$ 46,912	\$ 93,825	\$ 140,737	\$ 434,695
Purchased Services	\$ 12,000	\$ 2,014,292	\$ 2,051,853	\$ 2,104,321	\$ 351,842	\$ 703,685	\$ 1,055,527	\$ 8,293,521
Supplies and Materials		\$ 510,253	\$ 550,670	\$ 563,518	\$ 93,825	\$ 187,649	\$ 281,474	\$ 2,187,389
Travel		\$ 15,000	\$ 15,104	\$ 25,192	\$ 93,825	\$ 187,649	\$ 281,474	\$ 618,244
Employee Benefits	\$ 6,620	\$ 301,889	\$ 284,741	\$ 270,819	\$ 586,404	\$ 1,172,808	\$ 1,759,212	\$ 4,382,493
Equipment		\$ 3,576	\$ 3,601	\$ 3,604	\$ -	\$ -	\$ -	\$ 10,781
	\$ 106,303	\$ 4,593,696	\$ 4,700,000	\$ 4,700,000	\$ 2,345,616	\$ 4,691,232	\$ 7,036,848	\$ 28,173,695

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

BUDGET NARRATIVE: SCHOOL LEVEL ACTIVITIES FOR TIER I AND II

Directions: For each model type (turnaround, restart, closure, or transformation), complete the following budget narrative. List all of the schools implementing the model type, and complete the chart detailing the costs. For example, if the LEA is implementing turnaround in four schools, the individual schools would be listed below, but the budget narrative would detail the total costs associated for implementing turnaround in all four schools.

Model **RESTART**

List of Schools implementing model:

School Name	NCES #:	Tier I	Tier II
August Martin High School	01912	✓	
Bushwick Community High School	05725	✓	
Bronx HS of Business	05176	✓	
Grover Cleveland High School	01959	✓	
IS 136 Charles O Dewey	05513	✓	
JHS 80 Mosholu Parkway	02316	✓	
JHS 166 George Gershwin	02595	✓	
John Adams High School	02013	✓	
John Dewey High School	04312	✓	
Newtown High School	02038	✓	
Sheepshead Bay High School	02873	✓	
Richmond Hill High School	02863	✓	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

BUDGET NARRATIVE: RESTART MODEL (Continued)

Restart	PROPOSED LEA ALLOCATION					OTHER FEDERAL OR STATE ALLOCATIONS			Total Project Allocation
	Pre-implementation	Year 1 - Full		Year 2	Year 3	Year 1 - Full Implementation	Year 2	Year 3	
		Implementation							
Professional Staff	\$ 136,762	\$ 5,563,766	\$ 6,045,935	\$ 6,218,186	\$ 9,886,690	\$ 9,886,690	\$ 9,886,690	\$ 47,624,717	
Support Staff	\$ 5,874	\$ 322,470	\$ 349,743	\$ 340,271	\$ 395,468	\$ 395,468	\$ 395,468	\$ 2,204,761	
Purchased Services	\$ 29,580	\$ 4,987,004	\$ 4,635,194	\$ 3,703,638	\$ 2,966,007	\$ 2,966,007	\$ 2,966,007	\$ 22,253,437	
Supplies and Materials	\$ 89,718	\$ 2,735,701	\$ 1,692,168	\$ 1,191,265	\$ 790,935	\$ 790,935	\$ 790,935	\$ 8,081,657	
Travel	\$ -	\$ 86,098	\$ 46,671	\$ 40,380	\$ 790,935	\$ 790,935	\$ 790,935	\$ 2,545,955	
Employee Benefits	\$ 11,851	\$ 1,005,539	\$ 1,098,214	\$ 1,121,577	\$ 4,943,345	\$ 4,943,345	\$ 4,943,345	\$ 18,067,216	
Equipment	\$ -	\$ 675,638	\$ 217,075	\$ 61,182	\$ -	\$ -	\$ -	\$ 953,895	
	\$ 273,785	\$ 15,376,216	\$ 14,085,000	\$ 12,676,500	\$ 19,773,379	\$ 19,773,379	\$ 19,773,379	\$ 101,731,637	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

BUDGET NARRATIVE: SCHOOL LEVEL ACTIVITIES FOR TIER I AND II

Directions: For each model type (turnaround, restart, closure, or transformation), complete the following budget narrative. List all of the schools implementing the model type, and complete the chart detailing the costs. For example, if the LEA is implementing turnaround in four schools, the individual schools would be listed below, but the budget narrative would detail the total costs associated for implementing turnaround in all four schools.

Model: **TRANSFORMATION**

List of Schools implementing model:

School Name	NCES #:	Tier I	Tier II
Banana Kelly High School	02968	✓	
Boys and Girls High School	01921	✓	
Grace H. Dodge Career and Tech High School	01958	✓	
Herbert H Lehman High School	01964	✓	
IS 339	03780	✓	
JHS 22 Jordan L Mott	04461	✓	
John Ericsson Middle School 126	02467	✓	
MS 391 Angelo Patri	03812	✓	
William Cullen Bryant High School	02887		✓
Washington Irving High School	02885	✓	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

BUDGET NARRATIVE: TRANSFORMATION MODEL (Continued)

Restart	PROPOSED LEA ALLOCATION				OTHER FEDERAL OR STATE ALLOCATIONS			Total Project Allocation
	Pre-implementation	Year 1 - Full Implementation	Year 2	Year 3	Year 1 - Full Implementation	Year 2	Year 3	
	Professional Staff	\$ 136,762	\$ 5,563,766	\$ 6,045,935	\$ 6,218,186	\$ 9,886,690	\$ 9,886,690	
Support Staff	\$ 5,874	\$ 322,470	\$ 349,743	\$ 340,271	\$ 395,468	\$ 395,468	\$ 395,468	\$ 2,204,761
Purchased Services	\$ 29,580	\$ 4,987,004	\$ 4,635,194	\$ 3,703,638	\$ 2,966,007	\$ 2,966,007	\$ 2,966,007	\$ 22,253,437
Supplies and Materials	\$ 89,718	\$ 2,735,701	\$ 1,692,168	\$ 1,191,265	\$ 790,935	\$ 790,935	\$ 790,935	\$ 8,081,657
Travel	\$ -	\$ 86,098	\$ 46,671	\$ 40,380	\$ 790,935	\$ 790,935	\$ 790,935	\$ 2,545,955
Employee Benefits	\$ 11,851	\$ 1,005,539	\$ 1,098,214	\$ 1,121,577	\$ 4,943,345	\$ 4,943,345	\$ 4,943,345	\$ 18,067,216
Equipment	\$ -	\$ 675,638	\$ 217,075	\$ 61,182	\$ -	\$ -	\$ -	\$ 953,895
	\$ 273,785	\$ 15,376,216	\$ 14,085,000	\$ 12,676,500	\$ 19,773,379	\$ 19,773,379	\$ 19,773,379	\$ 101,731,637

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Directions: Complete the following budget narrative, describing the LEA level activities associated with implementing the models in the PLA schools the LEA has proposed to serve with SIG funds. This budget narrative should be in alignment with both the activities described on p. 12 and 16, and with those described in the model implementation plans (where applicable). Please keep in mind that SIG funds are generated by each PLA school, and while the LEA is permitted to use a portion of these funds for LEA level activities, LEAs will not receive additional SIG funds for these activities and LEAs are not permitted to use these funds to support schools beyond those they proposed to serve in this application.

Model: _____ CENTRAL _____

BUDEGT NARRATIVE: LEA LEVEL ACTIVITIES FOR TIER I AND TIER II SCHOOLS

Central	PROPOSED LEA ALLOCATION				OTHER FEDERAL OR STATE ALLOCATIONS			Total Project Allocation		
	Year 1 - Full			Year 1 - Full						
	Pre-implementation	Implementation	Year 2	Year 3	Implementation	Year 2	Year 3			
Professional Staff	\$	4,322,210	\$	4,579,684	\$	11,120,047	\$	11,120,047	\$	46,781,424
Support Staff					\$	444,802	\$	444,802	\$	1,334,406
Purchased Services	\$	4,210,680	\$	4,911,791	\$	3,336,014	\$	3,336,014	\$	23,930,040
Supplies and Materials	\$	132,674	\$	133,294	\$	889,604	\$	889,604	\$	3,068,091
Travel	\$	3,000	\$	-	\$	889,604	\$	889,604	\$	2,671,811
Employee Benefits	\$	958,618	\$	963,097	\$	5,560,023	\$	5,560,023	\$	19,565,012
Equipment									\$	-
	\$	9,627,182	\$	10,587,866	\$	22,240,093	\$	22,240,093	\$	97,350,783

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

- District-wide Consultation and Collaboration: United Federation of Teachers and Council of School Supervisors and Administrators

- Restart Model Schools:

342700011400	AUGUST MARTIN HIGH SCHOOL
333200010564	BUSHWICK COMM HIGH SCHOOL
320900011412	BRONX HIGH SCHOOL OF BUSINESS
342400011485	GROVER CLEVELAND HIGH SCHOOL
331500010136	IS 136 CHARLES O DEWEY
321000010080	JHS 80 MOSHOLU PARKWAY
331900010166	JHS 166 GEORGE GERSHWIN
342700011480	JOHN ADAMS HIGH SCHOOL
332100011540	JOHN DEWEY HIGH SCHOOL
342400011455	NEWTOWN HIGH SCHOOL
342700011475	RICHMOND HILL HIGH SCHOOL
332200011495	SHEEPSHEAD BAY HIGH SCHOOL

- Transformation Model Schools:

320800011530	BANANA KELLY HIGH SCHOOL
331600011455	BOYS & GIRLS HIGH SCHOOL
321000011660	GRACE H DODGE CAREER AND TECH HS
320800011405	HERBERT H LEHMAN HIGH SCHOOL
320900010339	IS 339
320900010022	JHS 22 JORDAN L MOTT
331400010126	JOHN ERICSSON MIDDLE SCHOOL 126
321000010391	MS 391
310200011460	WASHINGTON IRVING HIGH SCHOOL
343000011445	WILLIAM CULLEN BRYANT HIGH SCHOOL

-Turnaround Model Replacement/New Schools:

The Consultation and Collaboration forms for the schools identified to replace the PLA schools under the Turnaround model are attached. N.B. SIG plans for the schools slated to open in fall 2011 were shared with the district union representatives, as no school-based stakeholders such as staff or parent association representative are yet identified (these schools do not have BEDS codes assigned).

School	PLA BEDS	New BEDS	New School Name
1	Norman Thomas High School	310200011432	Murray Hill Academy
2	IS 195 Roberto Clemente	N/A	New Design Middle School

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

School	PLA BEDS	New BEDS	New School Name
3	School for Community Research and Learning	320800011432	Bronx Bridges High School
4	HS 560 Bronx Academy High School	N/A	Bronx Arena High School
5	John F Kennedy High School	N/A	New Visions Charter High School for the Humanities
	John F Kennedy High School	N/A	New Visions Charter High School for Advanced Math and Science
6	Christopher Columbus High School	N/A	Bronxdale High School
	Christopher Columbus High School	N/A	Pelham High School for Language and Innovation
7	Monroe Academy for Business and Law	N/A	Metropolitan Soundview High School
8	Pacific High School	N/A	Brooklyn Frontiers High School
9	Paul Robeson High School	N/A	Pathways in Technology Early College High School, P-TECH
10	Beach Channel High School	N/A	Rockaway Collegiate High School
	Beach Channel High School	342700011324	Rockaway Park HS for Environmental Sustainability
11	Jamaica High School	342800011325	Hillside Arts & Letters Academy
	Jamaica High School	342800011328	High School for Community Leadership
	Jamaica High School	N/A	Jamaica Gateway to the Sciences

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

United Federation of Teachers

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: NEW YORK CITY DEPARTMENT OF EDUCATION

BEDS Code:

3	0	5	1	0	0	0	1	0	0	5	1
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Michael Mulgrew</i>	<i>President</i>	<i>Often</i>	
Signature <i>[Signature]</i>	<i>UFT</i>		
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Council of School Supervisors & Administrators

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education

BEDS Code:

3	0	5	1	0	0	0	1	0	0	5	1
---	---	---	---	---	---	---	---	---	---	---	---

Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Ernest Logan	President, Council of School Supervisors Administrators	9.02.2011 - Call Frequent calls & mtgs prior	
Signature 			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

RESTART SCHOOLS

Page 1 of 6 for August Martin High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	4	2	7	0	0	0	1	1	4	0	0
---	---	---	---	---	---	---	---	---	---	---	---

Copy and use additional pages as necessary.

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>SOFE L ferruzola</i> Signature <i>[Signature]</i>	<i>P.T.A president</i>	Tuesday, May 17, 2011 School Leadership Team Meeting	SLT Meeting Agenda School Improvement Grant (SIG) Frequently Asked Questions
Individual's Name (Print/Type) <i>Anthony Cromer</i> Signature <i>[Signature]</i>			
Individual's Name (Print/Type) <i>RILARDO DAVIS</i> Signature <i>[Signature]</i>	<i>U.F.T Chair</i>	Tuesday, May 17, 2011 School Leadership Team Meeting	SLT Meeting Agenda School Improvement Grant (SIG) Frequently Asked Questions
Individual's Name (Print/Type) <i>[Signature]</i>			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 2 of 6 for August Martin High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	4	2	7	0	0	0	1	1	4	0	0
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print Type) Deborah M. Oliviero Signature <i>Deborah M. Oliviero</i>	Librarian / Teacher UFT	Tuesday, May 17, 2011 School Leadership Team Meeting	SLT Meeting Agenda School Improvement Grant (SIG) Frequently Asked Questions
Individual's Name (Print Type) MARY P. DAVIS Signature <i>Mary P. Davis</i>	Community Liaison	Tuesday, May 17, 2011 School Leadership Team Meeting	SLT Meeting Agenda School Improvement Grant (SIG) Frequently Asked Questions
Individual's Name (Print Type) Marcia Williams Signature <i>M. Kelly</i>	school secretary	Tuesday, May 17, 2011 School Leadership Team Meeting	SLT Meeting Agenda School Improvement Grant (SIG) Frequently Asked Questions

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 3 of 6 for August Martin High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	4	2	7	0	0	0	1	1	4	0	0
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) WILLIAM E. PERRY JR	SLT CHAIR C. B. O.	Tuesday, May 17, 2011 School Leadership Team Meeting	SLT Meeting Agenda School Improvement Grant (SIG) Frequently Asked Questions
Signature <i>William E. Perry Jr.</i>			
Individual's Name (Print/Type) Nikole Booker	CSA Representative	Tuesday, May 17, 2011 School Leadership Team Meeting	SLT Meeting Agenda School Improvement Grant (SIG) Frequently Asked Questions
Signature <i>Nikole Booker</i>			
Individual's Name (Print/Type) Juan S. Mendez	Queens High Schools Superintendent	Tuesday, May 17, 2011 School Leadership Team Meeting	SLT Meeting Agenda School Improvement Grant (SIG) Frequently Asked Questions
Signature <i>Juan S. Mendez</i>			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 4 of 6 for August Martin High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	4	2	7	0	0	0	1	1	4	0	0
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Celeste Johnson</i> Signature <i>Celeste Johnson</i>	<i>DC 37</i>	Tuesday, May 17, 2011 School Leadership Team Meeting	SLT Meeting Agenda School Improvement Grant (SIG) Frequently Asked Questions
Individual's Name (Print/Type) <i>Evanda Young</i> Signature <i>Evanda Young</i>	<i>UFT</i>	Tuesday, May 17, 2011 School Leadership Team Meeting	SLT Meeting Agenda School Improvement Grant (SIG) Frequently Asked Questions
Individual's Name (Print/Type) <i>Arthur L. Thompson</i> Signature <i>Arthur L. Thompson</i>	<i>PARENT</i>	Tuesday, May 17, 2011 School Leadership Team Meeting	SLT Meeting Agenda School Improvement Grant (SIG) Frequently Asked Questions

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 5 of 6 for August Martin High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	4	2	7	0	0	0	1	1	4	0	0
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Sabrina Harrison</i> Signature <i>S. Harrison</i>		Tuesday, May 17, 2011 School Leadership Team Meeting	SLT Meeting Agenda School Improvement Grant (SIG) Frequently Asked Questions
Individual's Name (Print/Type) <i>Helese Crawford</i> Signature <i>Helese Crawford</i>	<i>SLT member Parent/Secretary</i>	Tuesday, May 17, 2011 School Leadership Team Meeting	SLT Meeting Agenda School Improvement Grant (SIG) Frequently Asked Questions
Individual's Name (Print/Type) Signature		Tuesday, May 17, 2011 School Leadership Team Meeting	SLT Meeting Agenda School Improvement Grant (SIG) Frequently Asked Questions

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 6 of 6 for August Martin High School:



DENNIS M. WALCOTT, Chancellor

JUAN S. MENDEZ, QUEENS HIGH SCHOOLS SUPERINTENDENT
30-48 Linden Place, Flushing, NY 11354

Telephones: (718) 281 - 7686 Fax: 718 281-7680

**School Leadership Team Meeting
August Martin High School
Tuesday, May 17, 2011**

AGENDA

1. Welcome & Introductions
2. Overview of Rationale for Restart Decision
3. Explanation of Restart
4. Questions and Answers
5. Signing and collection of SIG consultation form

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 1 of 6 for Bushwick Community High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	3	3	2	0	0	0	1	0	5	6	4
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title <u>and</u> Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>TIRA RANDALL</i>	PRINCIPAL	5/19/11 SLT mtg	
Signature <i>[Signature]</i>			
Individual's Name (Print/Type) <i>Daphney St. Fleur</i>	Program Director Partner CBO	5/19/11 SLT mtg	
Signature <i>[Signature]</i>			
Individual's Name (Print/Type) <i>MARVIN GRUSZKA</i>	Science Instructor, BCHS	5/19/11 SLT mtg.	
Signature <i>[Signature]</i>			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 2 of 6 for Bushwick Community High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

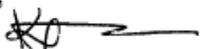
3	3	3	2	0	0	0	1	0	5	6	4
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>S. Khalilah Brann</u> Signature 	Instructor History	5/19/11 SLT Meeting	
Individual's Name (Print/Type) <u>Erica Rhodes</u> Signature 	Supervising School Aide	5/19/2011 SLT Meeting	
Individual's Name (Print/Type) <u>Alessata sy</u> Signature <u>alessata sy</u>	Student P.O.M Bchs.	5/19/11 SLT meeting	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 3 of 6 for Bushwick Community High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education

BEDS Code:

3	3	3	2	0	0	0	1	0	5	6	4
---	---	---	---	---	---	---	---	---	---	---	---

Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>Tamara Cepin</u> Signature <u>Tamara Cepin</u>	Student At BCHS	5/19/11 SLT meeting	
Individual's Name (Print/Type) <u>Curtis Williams</u> Signature <u>Curtis Williams</u>	Student At BCHS	5/19/11 SLT meeting	
Individual's Name (Print/Type) <u>Darlington B Black</u> Signature <u>Darlington B Black</u>	Student At BCHS	5/19/11 SLT meeting	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 4 of 6 for Bushwick Community High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

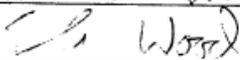
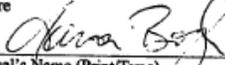
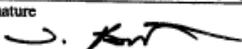
3	3	3	2	0	0	0	1	0	5	6	4
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>ERIC A. WOOD</u> Signature 	<u>Senior Studies teacher</u>	<u>5/19/11</u> <u>SLT meeting</u>	
Individual's Name (Print/Type) <u>HARON BOYLE</u> Signature 	<u>Science Teacher Data Specialist</u>	<u>5/19/11</u> <u>SLT mtg</u>	
Individual's Name (Print/Type) <u>TARIKA BARRETT</u> Signature 	<u>DEPUTY NETWORK LEADER NEW VISIONS FOR PUBLIC SCHOOLS</u>	<u>5/19/11</u> <u>SLT MTG</u>	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 5 of 6 for Bushwick Community High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

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

BEDS Code:

3 3 3 2 0 0 0 1 0 5 6 4

Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Keri Watkins</i> Signature <i>Keri Watkins</i>	<i>UFT Teacher Center Director</i>	<i>5/19/11 SLT Mtg.</i>	
Individual's Name (Print/Type) <i>Maximo Catala</i> Signature <i>Maximo Catala</i>	<i>Assistant Principal of Organization</i>	<i>5/19/11 SLT meeting</i>	
Individual's Name (Print/Type) <i>Jiyun Kim</i> Signature <i>Jiyun Kim</i>	<i>Teacher/ Spanish</i>	<i>5/19/11 SLT Mtg.</i>	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 6 of 6 for Bushwick Community High School:

32700

932200010564

NYS EDUCATION DEPARTMENT
LEA SCHOOL IMPROVEMENT GRANT APPLICATION, FY 2010

1. Individuals Consulted	2. Individual's Title and Constituency Group	3. Date and Method of Consultation	4. Signatures Unobtainable / Summary of Documentation
Individual's Name (Print/Type) <i>Alice Herdigein</i> Signature <i>Alice Herdigein</i>	<i>School Kids</i>	<i>5/19/2011</i> <i>SLT Meeting</i> <i>Member</i>	
Individual's Name (Print/Type) <i>Catherine V. Rozzell</i> Signature <i>Catherine V. Rozzell</i>	<i>Parent</i> <i>PTA Pres</i>	<i>5/19/2011</i> <i>SLT Meeting</i>	
Individual's Name (Print/Type) <i>Marisol Bermudez</i> Signature <i>Marisol Bermudez</i>	<i>Parent</i> <i>PTA Treasurer</i>	<i>5/19/2011</i> <i>SLT Member</i>	
Individual's Name (Print/Type) <i>Jan Martinez</i> Signature <i>Jan Martinez</i>	<i>Student</i>	<i>5/19/11</i> <i>SLT Member</i>	
Individual's Name (Print/Type) Signature			
Individual's Name (Print/Type) Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 1 of 3 for Bronx High School of Business:

DRINK HS OF
BUSINESS

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education

BEDS Code:

3	2	0	9	0	0	1	1	4	1	2
---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Enrique Lizardi</i> Signature <i>Enrique Lizardi</i>	<i>Principal</i>	<i>SLT Meeting</i> <i>on May 17/2011</i>	<i>Enrique Lizardi</i>
Individual's Name (Print/Type) <i>ROSE BURGOS</i> Signature <i>Rose Burgos</i>	<i>SCHOOL AIDE</i>	<i>SLT MEETING</i> <i>5/17/11</i>	<i>Rose Burgos</i>
Individual's Name (Print/Type) <i>GUSTAVO MORALES</i> Signature <i>Gustavo Morales</i>	<i>Teacher</i>	<i>SLT Meeting</i> <i>5/17/11</i>	<i>Gustavo Morales</i>

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 2 of 3 for Bronx High School of Business:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

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

BEDS Code:

3	2	0	9	0	0	1	1	4	1	2
---	---	---	---	---	---	---	---	---	---	---

Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Joanna Giddings Signature <i>J Giddings</i>	Assistant Principal Bronx HS of Business	5/17/11 SLT meeting	
Individual's Name (Print/Type) Israhan Martinez Signature <i>Israhan Martinez</i>	Student	5/17/11 SLT meeting	
Individual's Name (Print/Type) Kenyotta Dash Signature <i>Kenyotta Dash</i>	Student	5/17/11 SLT meeting	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 3 of 3 for Bronx High School of Business:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

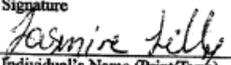
3	2	0	9	0	0	1	1	4	1	2
---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Carlos A. BERMUDEZ Signature 	UFT-REP	MAY 17, 2011	
Individual's Name (Print/Type) Jasmine Lilly Signature 	Student	May 17, 2011	
Individual's Name (Print/Type) Arturo Martinez Signature 	P.T.A. PRESIDENT	MAY 17 2011	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 1 of 4 for Grover Cleveland High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	4	2	4	0	0	0	1	1	4	8	5
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Charles A Amundsen</i>	Cluster Leader <i>DOE</i>	<i>5/19/11</i>	
Signature <i>Charles A Amundsen</i>			
Individual's Name (Print/Type) <i>Kathy Carlson</i>	Parents Association President	<i>5/19/11</i>	
Signature <i>Kathy Carlson</i>			
Individual's Name (Print/Type) <i>Lloyd Kiefer</i>	representative of Brian Gavin (Chapter Leader)	<i>5/19/11</i>	
Signature <i>Lloyd Kiefer</i>			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 2 of 4 for Grover Cleveland High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	4	2	4	0	0	0	1	1	4	5
---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>JOANNE EPSTEIN</i>	<i>Network Representative Director of Student Services, CUNY</i>	<i>5/19/11</i>	
Signature <i>[Signature]</i>			
Individual's Name (Print/Type) <i>James Vasquez</i>	<i>UFT GHS Dist. Rep.</i>	<i>5/19/11</i>	
Signature <i>[Signature]</i>			
Individual's Name (Print/Type) <i>Lydia Martinez</i>	<i>Parent's Association Treasurer Community Board 5 member</i>	<i>5/19/11</i>	
Signature <i>[Signature]</i>			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 3 of 4 for Grover Cleveland High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	4	2	4	0	0	0	1	1	4	8	5
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) GREGORY AMBROSINI	Assistant PRINCIPAL ORGANIZATIONAL SCT MEMBER	May 19, 2011	
Signature <i>Gregory Ambrosini</i>			
Individual's Name (Print/Type) STEPHANIE ORENZO	Teacher Representative ELT member	May 19, 2011	
Signature <i>Stephanie Orenzo</i>			
Individual's Name (Print/Type) Rosemaria Lamalfa	Member of SGT Good Services Manager	May 19, 2011	
Signature <i>Rosemaria Lamalfa</i>			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 4 of 4 for Grover Cleveland High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	4	2	4	0	0	0	1	1	4	8	5
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Debra D'Angelo</i> Signature <i>Debra D'Angelo</i>	SLT member mother of Senior	5/19/11	
Individual's Name (Print/Type) <i>Alexandra Moerman</i> Signature <i>Am</i>	SLT member senior student	5/19/11	
Individual's Name (Print/Type) <i>CHRISTINE ECKMAN</i> Signature <i>Chr</i>	SECRETARY	5/19/11	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 1 of 3 for IS 136 Charles Dewey:

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

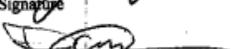
APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

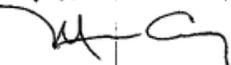
LEA Name: New York City Department of Education
 BEDS Code: 331500010136 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>ERIC R. SPERLER</i> Signature 	PRINCIPAL MS 136	5/17/2011 SLT MEETING	
Individual's Name (Print/Type) <i>C. Sage Forbes - Gray</i> Signature <i>C. Sage Forbes Gray</i>	Representative from UFT	5/17/2011 SLT Meeting	
Individual's Name (Print/Type) <i>Miguel J. Pinos-Santiago</i> Signature 	SLT-Chairperson	SLT-Meeting	

MOSES LABOI


DORIS
DEWEY P.T.A. PRES. S.L.T. 5-17-11

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 2 of 3 for IS 136 Charles Dewey:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	3	1	5	0	0	0	1	0	1	3	6
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>DAVID DAVIS</i> Signature	<i>TEACHER OFT</i>	<i>5/17/11 SLT MCGAN</i>	
Individual's Name (Print/Type) Signature			
Individual's Name (Print/Type) Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 3 of 3 for IS 136 Charles Dewey:

<p>The New York City Department of Education Charles O. Dewey, Middle School 136 4004 Fourth Avenue, Brooklyn, NY 11232 Phone #: (718) 965-3333 Fax #: (718) 965-9567</p>	<p>Sarah Hervet, Assistant Principal Diana Safyan-Canicola, Assistant Principal S. Zimmerman, Assistant Principal</p>
<p>Eric Sackler, Principal</p>	<p>Leadership Team of Middle School 136</p> <p>May 17, 2011</p>
<p align="center">Agenda:</p>	
<p>I. PTA Updates II. Principal Updates III. Superintendent Updates IV. Questions & Concerns</p>	
<p align="center">Attendance:</p>	
Superintendent:	<u><i>Eric Sackler</i></u>
Principal:	<u><i>Eric Sackler</i></u>
UFT Chapter Leader:	<u><i>C.A. Fouts</i></u>
PTA President:	<u><i>M. C. (Moses Laboy)</i></u>
SLT Teacher:	<u><i>Mylene Probst</i></u>
SLT Teacher:	_____
Parent:	<u><i>LUCILA LABOY</i></u>
Parent:	<u><i>Dancla Lopez</i></u>
Other:	<u><i>Delia Lopez</i></u>

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 1 of 3 for JHS 80 Mosholu Parkway:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education

BEDS Code:

3	2	1	0	0	0	0	1	0	0	8	0
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Lorey Marique - Rivera</i> Signature <i>[Signature]</i>	Principal	5/20/11	
Individual's Name (Print/Type) <i>Suana Elwin</i> Signature <i>[Signature]</i>	Parent	5/20/11	
Individual's Name (Print/Type) <i>Shore Vaught</i> Signature <i>[Signature]</i>	UFT-Chapter Chairperson	5/20/11	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 2 of 3 for JHS 80 Mosholu Parkway:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	2	1	0	0	0	0	1	0	0	8	0
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Joy Gedat</i>	Teacher	5/20/11	
Signature <i>Joy Gedat</i>			
Individual's Name (Print/Type) <i>Hilduara Abreu</i>	Assistant Principal	5/20/11	
Signature <i>Hilduara Abreu</i>			
Individual's Name (Print/Type) <i>Miriam Alejandro</i>	Parent Coordinator	5/20/11	
Signature <i>Miriam Alejandro</i>			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 3 of 3 for JHS 80 Mosholu Parkway:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	2	1	0	0	0	0	1	0	0	8	0
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary.

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Jeffrey Santiago</i>	Assistant Principal	5/20/11	
Signature <i>Jeffrey Santiago</i>			
Individual's Name (Print/Type) <i>Robert B. Cohen</i>	Network Leader	5/20/11	
Signature <i>Robert Cohen</i>			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 1 of 3 for JHS 166 George Gershwin:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	3	1	9	0	0	0	1	0	1	6	6
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>Volanda TORRES</u> Signature <u>Volanda Torres</u>	<u>TREASURER IS 166</u> <u>PARENT</u>	<u>5-18-11</u>	
Individual's Name (Print/Type) <u>Heidi N. Waithe</u> Signature <u>Heidi N. Waithe</u>	<u>IS 166 PTA</u> <u>Secretary, Parent</u>	<u>5-18-11</u>	
Individual's Name (Print/Type) <u>Gladys MARTIN</u> Signature <u>Gladys Martin</u>	<u>P.T.A President</u>	<u>5-18-11</u>	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 2 of 3 for JHS 166 George Gershwin:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	3	1	9	0	0	0	1	6	1	6	6
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>Linda C. King</u> Signature <u>Linda C. King</u>	<u>UFT Chapterheader</u>	<u>5-18-11</u>	
Individual's Name (Print/Type) <u>Jacqueline Bradley</u> Signature <u>Jacqueline Bradley</u>	<u>Guidance Counselor</u>	<u>5-18-11</u>	
Individual's Name (Print/Type) <u>Phyllise Davis</u> Signature <u>Phyllis E. Davis</u>	<u>IEP teacher</u>	<u>5-18-11</u>	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 3 of 3 for JHS 166 George Gershwin:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	3	1	4	0	0	0	1	0	1	6	6
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Maria Ortega</i> Signature <i>Maria Ortega</i>	Principal, IS 166	5-18-11	
Individual's Name (Print/Type) <i>RENEE Sanders</i> Signature <i>Renee Sanders</i>	Parent P.S.	5-18-11	
Individual's Name (Print/Type) <i>Marianne Manning/Weiss</i> Signature <i>Marianne Manning-Weiss</i>	Teacher	5-18-11	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 1 of 5 for John Adams High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	4	2	7	0	0	0	1	1	4	8	0
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Grace Zwillenberg</i>	<i>Principal</i>	<i>Thursday, May 19, 2011</i>	<i>SLT Meeting Agenda</i>
Signature <i>Grace Zwillenberg</i>		<i>School Leadership Team Meeting</i>	<i>School Improvement Grant (SIG) Frequently Asked Questions</i>
Individual's Name (Print/Type) <i>James Vasquez</i>	<i>UFT QHS Dist. Rep.</i>	<i>Thursday, May 19, 2011</i>	<i>SLT Meeting Agenda</i>
Signature <i>[Signature]</i>		<i>School Leadership Team Meeting</i>	<i>School Improvement Grant (SIG) Frequently Asked Questions</i>
Individual's Name (Print/Type) <i>Danny Rhodes</i>	<i>P.A. president</i>	<i>Thursday, May 19, 2011</i>	<i>SLT Meeting Agenda</i>
Signature <i>[Signature]</i>		<i>School Leadership Team Meeting</i>	<i>School Improvement Grant (SIG) Frequently Asked Questions</i>

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 2 of 5 for John Adams High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

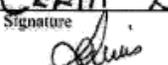
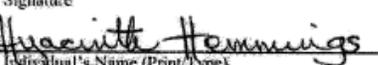
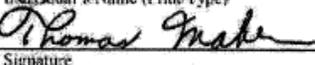
3	4	2	7	0	0	0	1	1	4	8	0
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) CELIA LEWIS Signature 	PARENT	Thursday, May 19, 2011 School Leadership Team Meeting	SLT Meeting Agenda School Improvement Grant (SIG) Frequently Asked Questions
Individual's Name (Print/Type) HYACINTH HEMMING Signature 		TEACHER	Thursday, May 19, 2011 School Leadership Team Meeting
Individual's Name (Print/Type) Thomas Grabe Signature 	UFT Chapter Leader	Thursday, May 19, 2011 School Leadership Team Meeting	SLT Meeting Agenda School Improvement Grant (SIG) Frequently Asked Questions

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 3 of 5 for John Adams High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	4	2	7	0	0	0	1	1	4	8	0
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Tackiea Simpson</i> Signature <i>[Signature]</i>	<i>Teacher</i>	Thursday, May 19, 2011 School Leadership Team Meeting	SLT Meeting Agenda School Improvement Grant (SIG) Frequently Asked Questions
Individual's Name (Print/Type) <i>Kyppattie Harold</i> Signature <i>[Signature]</i>	<i>Student</i>	Thursday, May 19, 2011 School Leadership Team Meeting	SLT Meeting Agenda School Improvement Grant (SIG) Frequently Asked Questions
Individual's Name (Print/Type) <i>Scott Silverman</i> Signature <i>[Signature]</i>	<i>Administrator Assistant Principal</i>	Thursday, May 19, 2011 School Leadership Team Meeting	SLT Meeting Agenda School Improvement Grant (SIG) Frequently Asked Questions

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 4 of 5 for John Adams High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	4	2	7	0	0	0	1	1	4	8	0
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Ulinda Williams</i>	<i>Parent</i>	Thursday, May 19, 2011	SLT Meeting Agenda
Signature <i>Ulinda Williams</i>		School Leadership Team Meeting	School Improvement Grant (SIG) Frequently Asked Questions
Individual's Name (Print/Type) <i>DEVYA WILLIAMS</i>	<i>Students</i>	Thursday, May 19, 2011	SLT Meeting Agenda
Signature <i>Devya Williams</i>		School Leadership Team Meeting	School Improvement Grant (SIG) Frequently Asked Questions
Individual's Name (Print/Type)		Thursday, May 19, 2011	SLT Meeting Agenda
Signature		School Leadership Team Meeting	School Improvement Grant (SIG) Frequently Asked Questions

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 5 of 5 for John Adams High School:



BENNIS M. WALCOTT, Chancellor

JUAN S. MENDEZ, QUEENS HIGH SCHOOLS SUPERINTENDENT
30-48 Linden Place, Flushing, NY 11354

Telephone: (718) 281 - 7686 Fax: 718 281-7690

**School Leadership Team Meeting
John Adams High School
Thursday, May 19, 2011**

AGENDA

1. Welcome & Introductions
2. Overview of Rationale for Restart Decision
3. Explanation of Restart
4. Questions and Answers
5. Signing and collection of SIG consultation form

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 1 of 5 for John Dewey High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	3	2	1	0	0	0	1	1	5	4	0
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Roxanne Hill</i>	<i>Parent</i>	<i>SLT Mtg 5-17-11</i>	
Signature <i>Roxanne Hill</i>			
Individual's Name (Print/Type) <i>Rossello, John G.</i>	<i>teacher</i>	<i>SLT Mtg 5-17-11</i>	
Signature <i>J Rossello</i>			
Individual's Name (Print/Type) <i>MARLYNE DANIEL-PAUL</i>	<i>teacher</i>	<i>SLT mtg 5/17/11</i>	
Signature <i>Marlyne Daniel-Paul</i>			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 2 of 5 for John Dewey High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	3	2	1	0	0	0	1	1	5	4	0
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Bryan Hall</i>	Teacher	SLT mtg. 5/17/11	
Signature <i>Bryan Hall</i>			
Individual's Name (Print/Type) <i>Bonnie Altman</i>	Teacher	SLT mtg. 5/17/11	
Signature <i>Bonnie Altman</i>			
Individual's Name (Print/Type) <i>Robert Kanyuk</i>	Teacher/UFTA	SLT 5/17/11	
Signature <i>Robert Kanyuk</i>			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 3 of 5 for John Dewey High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	3	2	1	0	0	0	1	5	5	4	0
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Honora Dash</i>	<i>A.P. Science</i>	<i>SLT mtg. 5/17/11</i>	
Signature <i>Honora Dash</i>			
Individual's Name (Print/Type) <i>BARRY FRIED</i>	<i>PRINCIPALS</i>	<i>SLT mtg 5/17/11</i>	
Signature <i>[Signature]</i>			
Individual's Name (Print/Type) <i>JOANNE MEXIAS</i>	<i>CFN network lead</i>	<i>SLT 5/17/11</i>	
Signature <i>[Signature]</i>			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 4 of 5 for John Dewey High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	3	2	1	0	0	0	1	1	5	4	0
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>Lin Kong</u> Signature <u>Lin Kong</u>	<u>student</u>	<u>SLT mtg</u> <u>5/17/11</u>	
Individual's Name (Print/Type) <u>Yelyzaveta Bartholomew</u> Signature <u>Yeltha</u>			
Individual's Name (Print/Type) <u>DAANE D. BAUER</u> Signature <u>Daane Bauer</u>	<u>PARENT</u>	<u>SLT MTH</u> <u>5/17/11</u>	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 5 of 5 for John Dewey High School:

JOHN DEWEY HIGH SCHOOL
SCHOOL LEADERSHIP TEAM 2010-2011
ATTENDANCE SHEET

DATE 5/14/11

Administration:	
Barry Fried, Principal	<i>[Signature]</i>
Honora Dash	
Teacher Members:	
Robert Kanyuk, UFT Chapter Chair	<i>[Signature]</i>
Ron Broth	<i>[Signature]</i>
John Rossifello	<i>[Signature]</i>
Bryan Hall	
Bonnie Altman /Liz Bouiss	<i>[Signature]</i>
Marilyne Daniel-Paul	<i>[Signature]</i>
Parent Members:	
Forbes Lynch, PA President	
Diane Bauer	<i>[Signature]</i>
Denise Marks-Parris	
Adrienne Hayes	<i>[Signature]</i>
Roxanne Hill	
Saufea Garrick	<i>[Signature]</i>
Mariette Faustin	<i>[Signature]</i>
Vacancy 1	
Student Members:	
Lisa Bartholomew	<i>[Signature]</i>
Ljn Kong	<i>[Signature]</i>
Guests:	
Aimee Horowitz	<i>[Signature]</i>
Ralph Jean-Baptiste	<i>[Signature]</i>
Grandjean	<i>[Signature]</i>

Post-it® Fax Note 7671 Date 5/14/11 All Day

To Aimee Horowitz From Aimee Horowitz

Company NYC Co. Phone # 212-374-5760 1, 2010

Fax # 212-374-5760 Fax #

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 1 of 3 for Newtown High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	4	2	4	0	0	0	1	1	4	5	5
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Charles Amundsen</i>	<i>CLUSTER LEADER DOE</i>	<i>5/18/11</i>	
Signature <i>Charles Amundsen</i>			
Individual's Name (Print/Type) <i>Shirley Lopez</i>	<i>PTA President</i>	<i>5/18/11</i>	
Signature <i>Shirley Lopez</i>			
Individual's Name (Print/Type) <i>JOHN FICALORA</i>	<i>PRINCIPAL</i>	<i>5/18/11</i>	
Signature <i>John Ficalora</i>			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 2 of 3 for Newtown High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

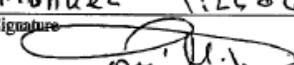
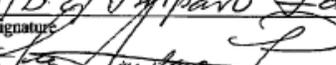
3	4	2	4	0	0	0	1	1	4	5	5
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Manuel Pillogo Signature 	Parent	5/17/11	
Individual's Name (Print/Type) BLANCA A JIMENEZ Signature 	Parent / Guardian	5/17/11	
Individual's Name (Print/Type) FUSO SUPPARO FAMORON Signature 	Parent	5/18/11	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 3 of 3 for Newtown High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education

BEDS Code:

3	4	2	4	0	0	0	1	1	4	5	5
---	---	---	---	---	---	---	---	---	---	---	---

Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Teresa Paglia</i>	<i>A. P. (S) ES4/ART</i>	<i>5/18/11</i>	
Signature <i>Teresa Paglia</i>			
Individual's Name (Print/Type) <i>Jessica McDermott</i>	<i>Chapter leader</i>	<i>5/18/11</i>	
Signature <i>Jessica McDermott</i>			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 1 of 4 for Richmond Hill High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	4	2	7	0	0	0	1	1	4	7	5
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Neysa Rodriguez</i>	<i>AP/Security</i>		
Signature <i>Neysa Rodriguez</i>			
Individual's Name (Print/Type) <i>Shankar Kim</i>	<i>PTA/Treasurer</i>		
Signature <i>Shankar</i>			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 2 of 4 for Richmond Hill High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education

BEDS Code:

3	4	2	7	0	0	0	1	1	4	7	5
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represents	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Charles Di Benedetto</i> Signature <i>Charles Di Benedetto</i>	<i>UFT Chapter leader</i>		
Individual's Name (Print/Type) <i>ELENA RIVERA</i> Signature <i>Elena Rivera</i>	<i>PTA PRESIDENT</i>		
Individual's Name (Print/Type) <i>George Politis</i> Signature <i>George Politis</i>	<i>CFU-201 Safety Director</i>		

FRANCES DE-SANCTIS
FDeSanctis *Principal*

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 3 of 4 for Richmond Hill High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	4	2	7	0	0	0	1	1	4	7	5
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Robert Whalen</i>	Teacher	5/19/11 Face to face meeting	
Signature <i>Robert Whalen</i>			
Individual's Name (Print/Type) <i>ALYCE KAY</i>	PARENT	5-19-11 Face to face meeting	
Signature <i>Alyce Kay</i>			
Individual's Name (Print/Type) <i>Carolina Rodriguez</i>	Student	5/19/11 face to face meeting	
Signature <i>Carolina Rodriguez</i>			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 4 of 4 for Richmond Hill High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	4	2	7	0	0	0	1	1	4	7	5
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Celenita Alicea</i> Signature <i>CA</i>	Parent		
Individual's Name (Print/Type) <i>Kathy Rodriguez</i> Signature <i>Kathy Rodriguez</i>			
Individual's Name (Print/Type) <i>Jayson Smith</i> Signature <i>J Smith</i>	Student		
	Parent		

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 1 of 6 for Sheepshead Bay High School:

33220011495

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

**INDEX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM
Department of Education**

33220011495	Copy and use additional pages as necessary
-------------	--

Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, conferencing.

Submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration with constituency groups as follows:

1. For representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.)

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) DOLORES VIALET	SBHS Librarian SLT Secretary UFT	May 17, 2011 SLT Facets Face Meeting	
Signature <i>Dolores Violet</i>			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 2 of 6 for Sheepshead Bay High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	3	2	2	0	0	0	1	1	4	9	5
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Salvatrice Shipone</i> Signature <i>Salvatrice Shipone</i>	Parent Coordinator	5/17/11 S&T Face to Face	
Individual's Name (Print/Type) <i>THADDEUS KUSSALL JR.</i> Signature <i>Thaddeus Kussall Jr.</i>	CHAIRPERSON, PARENT	"	
Individual's Name (Print/Type) Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 3 of 6 for Sheepshead Bay High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	3	2	2	0	0	0	1	1	4	9	5
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Reesa Levy</i>	<i>Principm</i>	<i>May 17, 2011 Face to face SLT</i>	
Signature <i>Reesa Levy</i>			
Individual's Name (Print/Type) <i>Edward Adam, Jr</i>	<i>PTA President</i>	<i>Face to Face SLT</i>	
Signature <i>[Signature]</i>			
Individual's Name (Print/Type) <i>Michele Amass</i>	<i>DC 37 School Aide</i>	<i>5/17/11 Face to Face SLT</i>	
Signature <i>Michele Aman</i>			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 4 of 6 for Sheepshead Bay High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

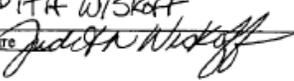
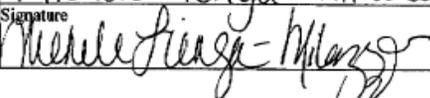
3	3	2	2	0	0	0	1	1	4	9	5
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) JUDITH WISKOFF Signature 	GUIDANCE COUNSELOR SLT	5/17/11 FACE TO FACE SLT	
Individual's Name (Print/Type) Teresa D'Ambrosio Signature 	UFT Chapter leader SLT	5-17-11 face to face SLT	
Individual's Name (Print/Type) Michele Fienga-Milazzo Signature 	UFT-TEACHER SLT	5/17/2011 Face to face SLT	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 5 of 6 for Sheepshead Bay High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	3	2	2	0	0	0	1	1	4	9	5
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Daleysha Lockhart</i>	Student	5/17/2011 SLT face to face	
Signature <i>Daleysha Lockhart</i>			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 6 of 6 for Sheepshead Bay High School:

Sheepshead Bay High School – 22K495

3000 Avenue X

Brooklyn, NY 11235

School Leadership Team – Meeting Attendance Sheet

May 17, 2011

Date

	Participant	Constituency	Signature
1	Thaddeus Russell Jr.	Chairperson - Parent	<i>Thaddeus Russell Jr.</i>
2	Dolores Vialet	Secretary – UFT Rep.	<i>Dolores Vialet</i>
3	Reesa Levy	Principal – CSA Rep.	<i>Reesa Levy</i>
4	Teresa D'Ambrosio	UFT Chapter Leader	<i>Teresa D'Ambrosio</i>
5	Edward Odom	PTA President	<i>Edward Odom</i>
6	Ernest Jeter	PTA 1 st Vice Pres.	<i>Ernest Jeter</i>
7	Michele Fianga-Milazzo	UFT Representative	<i>Michele Fianga-Milazzo</i>
8	Judith Wiskoff	UFT Representative	<i>Judith Wiskoff</i>
9	Michele Amass	DC 37 Representative	<i>Michele Amass</i>
10	Marian Chin-Suliam	Title I Rep. - Parent	
11	Brenda DeStephano	Parent	
12	Theresa Bligore	Parent	
13	Gafar Liamed	Student	
14	Daleysha Lockhart	Student	<i>Daleysha Lockhart</i>
15	Michael Turovsky	Student	
16	Savatrice Shipone-Miranda	Parent Coordinator	<i>Savatrice Shipone-Miranda</i>
17	<i>Aimee Horowitz</i>	Guest - <i>Superintendent Aimee Horowitz</i>	
18	<i>Wendy Karp</i>	Guest - <i>Network Leader Wendy Karp</i>	
19		Guest -	
20		Guest -	
21		Guest -	
22		Guest -	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

TRANSFORMATION SCHOOLS

Page 1 of 4 for Banana Kelly High School:

Banana Kelly

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	2	0	8	0	0	1	1	5	3	0
---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Alison Ramirez</i>	<i>PTA President SLT member Parent</i>	<i>Face to face meeting \$1/4/11</i>	
Signature <i>Alison Ramirez</i>			
Individual's Name (Print/Type) <i>Rene Ramirez</i>	<i>SLT Member parent</i>	<i>Face to face meeting \$1/4/11</i>	
Signature <i>Rene Ramirez</i>			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 2 of 4 for Banana Kelly High School:

Banana Kelly

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	2	0	8	0	0	0	1	1	5	3	0
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Natalie Novod</i>	UFT designee	5/16/11 Face to Face - info shared; ques ans as best as	
Signature <i>N. Novod</i>			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 3 of 4 for Banana Kelly High School:

Banana Kelly

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

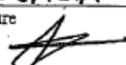
3	2	0	8	0	0	0	1	1	5	3	0
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
4. Individual's Name (Print/Type) JOSHUA LAUB Signature 	Principal	Face to Face meeting 5/16/11	
5. Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 4 of 4 for Banana Kelly High School:

Banana Kelly

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	2	0	8	0	0	0	1	1	5	3	0
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
1. Individual's Name (Print/Type) <i>Celena Orzel</i>	<i>School Social Worker SIT Chairperson</i>	<i>5/16/11 face to face meeting</i>	
Signature <i>[Handwritten Signature]</i>			
2. Individual's Name (Print/Type)			
Signature			
3. Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 1 of 2 for Boys and Girls High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: NEW YORK CITY DEPARTMENT OF EDUCATION
 BEDS Code:

3	3	1	6	0	0	0	1	1	4	5	5
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>Dononique Borgella</u> Signature _____	UFT Chapter Leader	Faculty Conference 6/2/2011 & One on one meeting	
Individual's Name (Print/Type) <u>John Jones</u> Signature _____	SLT Parent	SLT meeting 4/14/2011	See attachment
Individual's Name (Print/Type) <u>Christopher Smith</u> Signature _____	SLT	SLT meeting 4/14/2011	

Bernard Gasary, Principal

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 1 of 4 for Grace Dodge Career & Technical High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	2	1	0	0	0	0	1	1	6	6	0
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) MARIA RAMOS Signature <i>Maria Ramos</i>	P.A. President	05/17/2011 Face to Face	
Individual's Name (Print/Type) MARIA ISABEL FLORES Signature <i>Maria Isabel Flores</i>	Parents	05/17/11 Face to Face	
Individual's Name (Print/Type) ROBERTO HERNANDEZ Signature <i>Roberto Hernandez</i>	Principal	5/19/11 Face to Face	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 2 of 4 for Grace Dodge Career & Technical High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM
LEA Name: New York City Department of Education

BEDS Code:

3	2	1	0	0	0	1	1	6	6	0
---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>BRENTON ANDERSON</i> Signature <i>BAN</i>	<i>Parent</i>	<i>5/17/11</i> <i>FACE TO FACE</i>	
Individual's Name (Print/Type) <i>Nereida Gonzalez</i> Signature <i>Nereida Gonzalez</i>	<i>Parent</i>	<i>5/17/11</i>	
Individual's Name (Print/Type) Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 3 of 4 for Grace Dodge Career & Technical High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM
New York City Department of Education

LEA Name: _____
BEDS Code:

3	2	1	0	0	0	0	1	1	6	6	0
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) MONIQUE ST BROWN Signature <i>[Signature]</i>	TEACHER	5/17/11 <i>face to face</i>	
Individual's Name (Print/Type) DAVID DAVIS Signature <i>[Signature]</i>			
Individual's Name (Print/Type) D A Davis Signature <i>[Signature]</i>	PARENT	5-17-11 <i>face to face</i>	
Individual's Name (Print/Type) Ernest Uthgenannt Signature <i>[Signature]</i>			
Individual's Name (Print/Type) Ernest Uthgenannt Signature <i>[Signature]</i>	UFT Chapter	5/18/11 <i>face to face</i>	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 4 of 4 for Grace Dodge Career & Technical High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education

BEDS Code:

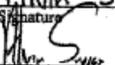
3	2	1	0	0	0	1	1	6	6	0
---	---	---	---	---	---	---	---	---	---	---

Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
1 Individual's Name (Print/Type) DAVID DAVIS Signature 	PARENT	5-17-11 Face to Face	
Individual's Name (Print/Type) Alvin Simpson Signature 	CSA	5/17/11 Face-to-Face	
Individual's Name (Print/Type) Signature 			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 1 of 6 for Herbert Lehman High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	2	0	8	0	0	0	1	1	4	0	5
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>LOUIS CERELLO</u> Signature <u>Louis Cerello</u>	<u>UFT</u>	<u>5/18/11</u> <u>Face to Face</u>	
Individual's Name (Print/Type) <u>Rosemary Kugler</u> Signature <u>Rosemary Kugler</u>			
Individual's Name (Print/Type) <u>JANET SARACENO</u> Signature <u>Janet Saraceno</u>	<u>Principal</u>	<u>5/18/11</u> <u>Face to Face</u>	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 2 of 6 for Herbert Lehman High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	2	0	8	0	0	0	1	1	4	0	5
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represents	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Bedelia Garcia</i> Signature <i>Bedelia Garcia</i>	Parent	5/23/2011 SLT Meeting	
Individual's Name (Print/Type) <i>Robert Powell</i> Signature <i>Robert Powell</i>			
Individual's Name (Print/Type) <i>Rosemary Rugler</i> Signature <i>Rosemary Rugler</i>	Parent PTA President	5/23/2011 SLT Meeting	
Individual's Name (Print/Type) <i>Rosemary Rugler</i> Signature <i>Rosemary Rugler</i>	UFT Teacher	5/18/11 SLT Meeting	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 3 of 6 for Herbert Lehman High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

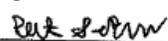
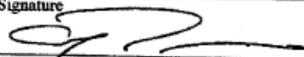
3	2	0	8	0	0	0	1	1	4	0	5
---	---	---	---	---	---	---	---	---	---	---	---

Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>Natrick Singh</u> Signature <u></u>	<u>Student</u>	<u>5/24/11</u> <u>SIT make up</u> <u>meeting</u>	
Individual's Name (Print/Type) <u>Alfonse Davino</u> Signature <u></u>	<u>AP</u>	<u>SLT make up</u> <u>meeting</u>	
Individual's Name (Print/Type) Signature 			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 4 of 6 for Herbert Lehman High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	2	0	8	0	0	0	1	1	4	0	5
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Lisa Ocasio</i> Signature <i>Lisa Ocasio</i>	Parent	5/23/11	
Individual's Name (Print/Type) <i>Marie Reichert</i> Signature <i>Marie Reichert</i>	Parent	5/23/11	
Individual's Name (Print/Type) <i>ANNE LOOSER</i> Signature	Teacher/IFT LEADER	5/23/11	REFUSED TO SIGN.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 5 of 6 for Herbert Lehman High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

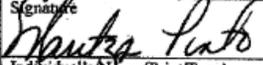
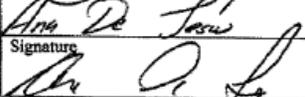
3	2	0	8	0	0	0	1	1	4	0	5
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>JANET SARACENO</i> Signature 	PRINCIPAL ADMINISTRATION, LHS COMMUNITY	5/23/11 SLT	
Individual's Name (Print/Type) <i>MARITZA PINTO</i> Signature 	PARENT	5/23/11 SLT	
Individual's Name (Print/Type) <i>Ana De Jesus</i> Signature 	Assistant Principal Herbert High School	5/23/11 SLT	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 6 of 6 for Herbert Lehman High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	2	0	8	0	0	0	1	1	4	0	5
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>LOUIS CERILLO</i>	<i>TEACHER - UFT CHAIRPERSON - SCHOOL LEADERSHIP TEAM</i>	<i>MAY 23, 2011 SCHOOL LEADERSHIP TEAM MEETING</i>	
Signature <i>Louis Cerillo</i>			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 1 of 11 for IS 339:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	2	0	9	0	0	0	1	0	3	3	9
---	---	---	---	---	---	---	---	---	---	---	---

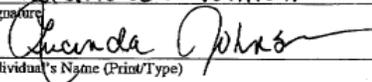
 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

5/16/11

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Lucinda Johnson</i> Signature  Individual's Name (Print/Type)	U.F.T. Chapter- Leader Rep. Teachers	SLT Workshop Meeting	_____
Individual's Name (Print/Type) Signature			
Individual's Name (Print/Type) Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 2 of 11 for IS 339:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	2	0	9	0	0	0	1	0	3	3	9
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Carmen Cruz</i>	<i>Parent</i>	<i>5/16/11 SLT</i>	
Signature <i>Carmen Cruz</i>			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 3 of 11 for IS 339:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	2	0	9	0	0	0	1	0	3	3	9
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title <u>and</u> Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Londai Barnes</i>	<i>Parent</i>	<i>SLT 5/16/2011 Meeting</i>	
Signature <i>Londai Barnes</i>			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 4 of 11 for IS 339:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education

BEDS Code:

3	2	0	9	0	0	0	1	0	3	3	9
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represents	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Georgina Cruz-Cardoza</i>	<i>A.P.</i>	<i>5/16/11</i> <i>SLT Meeting</i>	
Signature <i>Georgina Cruz-Cardoza</i>			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 5 of 11 for IS 339:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	2	0	9	0	0	0	1	0	3	3	9
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>KAREN TOMLINSON</i>	<i>Parent</i>	<i>05/16/11</i> <i>Verbal/Written</i>	<i>LA Meeting</i>
Signature <i>Karen Tomlinson</i>			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 6 of 11 for IS 339:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

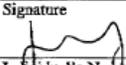
3	2	0	9	0	0	0	1	0	3	3	9
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represents	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Jason Levy	Principal/ SLT	5/18/11 SLT	
Signature 			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 7 of 11 for IS 339:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	2	0	9	0	0	1	0	3	3	9
---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Linda Williams</i>	<i>school aide D.C 37</i>	<i>5/16/11 SLT meeting</i>	
Signature <i>Linda Williams</i>			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 8 of 11 for IS 339:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	2	0	9	0	0	0	1	0	3	3	9
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Cathy Malone</i>	<i>Teacher</i>	<i>5/16/11 SLT meeting</i>	
Signature <i>Cathy L Malone</i>			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 9 of 11 for IS 339:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	2	0	9	0	0	1	0	3	3	9
---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
SLT. Individual's Name (Print/Type) <i>Jeanette Gomez</i> Signature <i>Jeanette Gomez</i> Individual's Name (Print/Type)	Parnet SLT.	SLT May 16-11	
Individual's Name (Print/Type) Signature			
Individual's Name (Print/Type) Signature			



THE NEW YORK CITY DEPARTMENT OF EDUCATION
DOLORES ESPOSITO, Community Superintendent, District 9
 450 St. Paul's Pl., Bronx, N.Y. 10456

S.I.T Meeting

M.S. 339

Monday, May 16, 2011

10:30 A.M.

Sign in Sheet

Name:	Signature	Affiliation
Dolores Esposito	<i>Dolores Esposito</i>	Community Superintendent, District 9
Barbara Martoral	<i>Barbara Martoral</i>	District 9 Family Advocate
Jason Levy	<i>Jason Levy</i>	Principal, M.S. 339
Emily Sharrock		Network Leader
Ms. G. Cruz-Caragoza	<i>G. Cruz-Caragoza</i>	Assistant Principal
Ms. L. Johnson	<i>L. Johnson</i>	U.F.T. Chapter Chair
Ms. R. Reuter		Teacher
Ms. Malone	<i>Cathy Malone</i>	Teacher
Ms. Williams	<i>Linda Williams</i>	School Aide
Mr. Betancourt	<i>Joe Betancourt</i>	Teacher
Ms. Cruz	<i>Anthony Cruz</i>	Parent
Ms. Tomlinson	<i>Sharon Tomlinson</i>	Parent
Ms. Barnes	<i>Janet Barnes</i>	Parent
Ms. Gomez	<i>Francisco Gomez</i>	Parent

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 11 of 11 for IS 339:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

0	9	X	3	3	9						
---	---	---	---	---	---	--	--	--	--	--	--

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Jose Betancourt</i>	<i>Teacher</i>	<i>5/16/2011 SCT Meeting</i>	
Signature <i>Jose Betancourt</i>			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 1 of 3 for JHS 22 Jordan L Mott:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	2	0	9	0	0	0	1	0	0	2	2
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Kinnon McCall</i>	<i>Teacher</i>	<i>5/17/11</i> <i>meeting SLT</i>	
Signature <i>Kinnon McCall</i>			
Individual's Name (Print/Type) <i>Jaqueline Williams</i>	<i>Teacher/UEA Rep.</i>	<i>5/17/11</i> <i>Meeting SLT</i>	
Signature <i>Jaqueline Williams</i>			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 2 of 3 for JHS 22 Jordan L Mott:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education

BEDS Code:

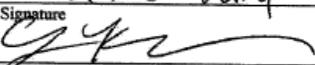
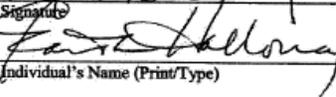
3	2	0	9	0	0	0	1	0	0	2	2
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Linda Rosenbury</i>	<i>Principal</i>	<i>5/17/11 SLT Meetings</i>	
Signature 			
Individual's Name (Print/Type) <i>Edith Holloway</i>	<i>DC 37</i>	<i>5/17/11 SLT Mtg</i>	
Signature 			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 3 of 3 for JHS 22 Jordan L Mott:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	2	0	9	0	0	0	1	0	0	2	2
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Soreen Burke</i> Signature <i>Soreen Burke</i>	Parent Volunteer/ P.A Vice President	5/17/11	<i>Soreen Burke</i>
Individual's Name (Print/Type) <i>Ana Vivar</i> Signature <i>Ana Vivar</i>	PA President	5-17-2011	
Individual's Name (Print/Type) <i>Lady Kalkys Williams</i> Signature <i>Lady Kalkys Williams</i>	Parent Volunteer/ Intern	5/17/2011	<i>Kalkys</i>

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 1 of 2 for John Ericsson Middle School 126:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	3	1	4	0	0	0	1	0	1	4	6
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>IRAIQA TORRES</i>	Parent.	5-19-11	<i>[Signature]</i>
Signature <i>[Signature]</i>			
Individual's Name (Print/Type) <i>SERGIO ZAMORA</i>	UFT CHAPTER Leader.	5-19-11	<i>[Signature]</i>
Signature <i>[Signature]</i>			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 2 of 2 for John Ericsson Middle School 126:

John Ericsson Middle School 126
Magnet School for Environmental Engineering
424 Leonard Street
Brooklyn, New York 11222
Rosemary Ochoa, Principal
Phone: (718) 782-2527 Fax: (718) 302-2319



William Kirk, Assistant Principal
Jean Grace, Assistant Principal
Rose Chen, Assistant Principal

ATTENDANCE SHEET

Meeting: *Parent Leadership* Date: *Thursday, May 19, 2011*

7:30 AM Re-Enrollment Decision

Print Name:	Signature:	Role:
Jim Quail	<i>Jim Quail</i>	<i>Supervisor</i>
Nancy Ramos	<i>Nancy Ramos</i>	<i>Parent Leader</i>
SERGIO ZAMORA	<i>[Signature]</i>	<i>PT 4010 lead</i>
To-Ann Pollack	<i>To-Ann Pollack</i>	<i>Teacher</i>
Phyllis Zawrotniak-R.	<i>Phyllis Zawrotniak</i>	<i>Parent</i>
Terisa Torres	<i>Terisa Torres</i>	<i>Teacher</i>
Michael Mera	<i>Michael Mera</i>	<i>Teacher</i>
Beth Becker	<i>Beth Becker</i>	<i>Teacher</i>
Rosemary Ochoa	<i>Rosemary Ochoa</i>	<i>Principal</i>

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 1 of 4 for MS 391 Angelo Patri:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	2	1	0	0	0	0	1	0	3	9	1
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Yvonne Viruet-Torres</i> Signature <i>Yvonne Viruet-Torres</i>	<i>Parent - Tristin Torres</i> <i>North West Bx Organization</i> <i>Volunteer</i>	<i>5/17/11</i>	
Individual's Name (Print/Type) Signature 			
Individual's Name (Print/Type) <i>Lorraine Herman</i> Signature <i>Lorraine Herman</i>	<i>Math H.S. Teacher</i> <i>UFT Chapter</i> <i>Leader</i>	<i>5/17/11</i>	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 2 of 4 for MS 391 Angelo Patri:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	2	1	0	0	0	0	1	0	3	9	1
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Sandra Thomas</i> Signature <i>Sandra Thomas</i>	<i>P.T.A. Sec.</i>	<i>5/17/11</i>	
Individual's Name (Print/Type) <i>Beth Shimkin</i> Signature <i>Beth Shimkin</i>	<i>CSA Leadership Chairperson</i>	<i>5/17/11</i>	
Individual's Name (Print/Type) <i>Graciela Abadia</i> Signature <i>Graciela Abadia</i>	<i>Principal</i>	<i>5/17/11</i>	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 3 of 4 for MS 391 Angelo Patri:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

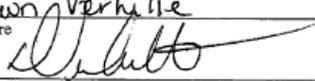
3	2	1	0	0	0	0	1	0	3	9	1
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Michelle Jarvis</i> Signature 	School Social Worker	5/17/11	
Individual's Name (Print/Type) <i>LISA Whigham</i> Signature <i>Lisa Whigham</i>	Parent Coordinator	5/17/11	
Individual's Name (Print/Type) <i>Dawn Verhille</i> Signature 	Math Coach UFT	5/17/11	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 4 of 4 for MS 391 Angelo Patri:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	2	1	0	0	0	0	1	0	3	9	1
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Joseph A. PORZIO</i> Signature <i>Joseph Porzio</i>	<i>Team Associates Fordham U, PSO</i>	<i>5/17/11</i>	
Individual's Name (Print/Type) <i>Kamilah Wazeerud-Din</i> Signature <i>Kamilah Wazeerud-Din</i>	<i>Family Worker</i>	<i>5/17/11</i>	
Individual's Name (Print/Type) <i>Letitia Laberee</i> Signature <i>Letitia Laberee</i>	<i>ESL Coordinator UFT</i>	<i>5.17.11</i>	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 1 of 4 for Washington Irving High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	1	0	2	0	0	0	1	1	4	6	0
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>MARIAN BURNBAUM</i> Signature <i>Marian Burnbaum</i>	<i>Teacher</i>	<i>5/19/11</i> <i>Meeting</i>	
Individual's Name (Print/Type) <i>Aracelis Aragon</i> Signature <i>Aracelis Aragon</i>	<i>Parent</i>	<i>5/19/11</i> <i>Meeting</i>	
Individual's Name (Print/Type) <i>Bernardo Ascora</i> Signature <i>Bernardo Ascora</i>	<i>Principal</i>	<i>5/19/11</i> <i>Meeting</i>	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 2 of 4 for Washington Irving High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	1	0	2	0	0	0	1	1	4	6	0
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Gar Wright</i> Signature <i>Gar Wright</i>	<i>PARENT</i>	<i>MAY 19, 2011</i> <i>FACE TO</i> <i>FACE</i>	
Individual's Name (Print/Type) <i>Muhammad A. Sarwar</i> Signature <i>Muhammad A. Sarwar</i>	<i>Alumni</i>	<i>5/19/11</i> <i>Face to Face</i>	
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 3 of 4 for Washington Irving High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	1	0	2	0	0	0	1	1	4	6	0
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Nagi Hasan</i>	<i>Parent</i>	<i>5/19/11 - Meeting</i>	
Signature <i>[Signature]</i>			
Individual's Name (Print/Type) <i>Andrea Roque Peña</i>	<i>D.C. 372</i>	<i>5/19/11 - Meeting</i>	
Signature <i>[Signature]</i>			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 4 of 4 for Washington Irving High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	1	0	2	0	0	0	1	1	4	6	0
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Maria Elena C</i> Signature <i>Maria Elena C</i>	Parent	5/19/11 Meeting	
Individual's Name (Print/Type) <i>Rose Davis</i> Signature <i>Rose Davis</i>			
Individual's Name (Print/Type) <i>Felicia Summers</i> Signature <i>Felicia Summers</i>	Teacher, Secretary SLT SLT-co-Chair & Parent	5/19/11 Meeting	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 1 of 5 for William Cullen Bryant High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	4	3	0	0	0	0	1	1	4	4	5
---	---	---	---	---	---	---	---	---	---	---	---

Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Linda Lefton</i>	College counselor school counselors	Wednesday, May 18, 2011	SLT Meeting Agenda
Signature <i>Linda Lefton</i>		School Leadership Team Meeting	School Improvement Grant (SIG) Frequently Asked Questions
Individual's Name (Print/Type) <i>Phoebe H. Tuite</i>	Teacher	Wednesday, May 18, 2011	SLT Meeting Agenda
Signature <i>Phoebe H. Tuite</i>		School Leadership Team Meeting	School Improvement Grant (SIG) Frequently Asked Questions
Individual's Name (Print/Type) <i>Lourdes M. Cuesta</i>	Assistant Principal	Wednesday, May 18, 2011	SLT Meeting Agenda
Signature <i>Lourdes M. Cuesta</i>		School Leadership Team Meeting	School Improvement Grant (SIG) Frequently Asked Questions

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 2 of 5 for William Cullen Bryant High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

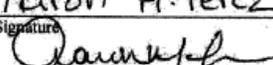
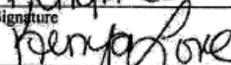
3	4	3	0	0	0	0	1	1	4	4	5
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>Aaron M. Perez</u> Signature 	Principal	Wednesday, May 18, 2011 School Leadership Team Meeting	SLT Meeting Agenda School Improvement Grant (SIG) Frequently Asked Questions
Individual's Name (Print/Type) <u>Henry A. Loye</u> Signature 		P.A. president	Wednesday, May 18, 2011 School Leadership Team Meeting
Individual's Name (Print/Type) <u>Samir Hazareus</u> Signature 	UFT Chapter Leaders		Wednesday, May 18, 2011 School Leadership Team Meeting

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 3 of 5 for William Cullen Bryant High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

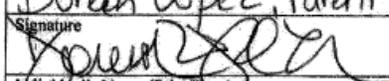
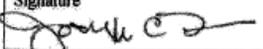
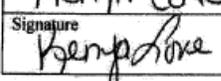
3	4	3	0	0	0	0	1	1	4	4	5
---	---	---	---	---	---	---	---	---	---	---	---

Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Doreen Lopez Parent</i> Signature 	P.A. V.P. Parent Ass. Vice Pres. Parent	Wednesday, May 18, 2011 School Leadership Team Meeting	SLT Meeting Agenda School Improvement Grant (SIG) Frequently Asked Questions
Individual's Name (Print/Type) <i>Joseph W. Fiore</i> Signature 	Parent	Wednesday, May 18, 2011 School Leadership Team Meeting	SLT Meeting Agenda School Improvement Grant (SIG) Frequently Asked Questions
Individual's Name (Print/Type) <i>Kenya Love</i> Signature 	PA President	Wednesday, May 18, 2011 School Leadership Team Meeting	SLT Meeting Agenda School Improvement Grant (SIG) Frequently Asked Questions

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 4 of 5 for William Cullen Bryant High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	4	3	0	0	0	0	1	1	4	4	5
---	---	---	---	---	---	---	---	---	---	---	---

Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Anna T. Balash</i> Signature 	<i>SLT Chair</i> <i>UFT-Teacher</i>	<i>Wednesday, May 18, 2011</i> <i>School Leadership Team Meeting</i>	<i>SLT Meeting Agenda</i> <i>School Improvement Grant (SIG) Frequently Asked Questions</i>
Individual's Name (Print/Type) <i>Catherine Yanopoulos</i> Signature 	<i>SLT member</i>	<i>Wednesday, May 18, 2011</i> <i>School Leadership Team Meeting</i>	<i>SLT Meeting Agenda</i> <i>School Improvement Grant (SIG) Frequently Asked Questions</i>
Individual's Name (Print/Type) <i>Maria Hernandez</i> Signature <i>Maria Hernandez</i>	<i>SLT Member</i> <i>Parent Association</i> <i>Tres.</i>	<i>Wednesday, May 18, 2011</i> <i>School Leadership Team Meeting</i>	<i>SLT Meeting Agenda</i> <i>School Improvement Grant (SIG) Frequently Asked Questions</i>

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Page 5 of 5 for William Cullen Bryant High School:

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: New York City Department of Education
 BEDS Code:

3	4	3	0	0	0	0	1	1	4	4	5
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Domenico D'Angelis</i>	Student Representative	Wednesday, May 18, 2011 School Leadership Team Meeting	SLT Meeting Agenda
Signature <i>Domenico D'Angelis</i>			School Improvement Grant (SIG) Frequently Asked Questions
Individual's Name (Print/Type) <i>DOTIKIA ZOURRODIS</i>	Student Representative	Wednesday, May 18, 2011 School Leadership Team Meeting	SLT Meeting Agenda
Signature <i>Dotikia Zourrodis</i>			School Improvement Grant (SIG) Frequently Asked Questions
Individual's Name (Print/Type) <i>JOHN DIAKOGEOORGIOS</i>	STUDENT REPRESENTATIVE	Wednesday, May 18, 2011 School Leadership Team Meeting	SLT Meeting Agenda
Signature <i>John Diakogeorgios</i>			School Improvement Grant (SIG) Frequently Asked Questions

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

**TURNAROUND MODEL – REPLACEMENT/NEW SCHOOLS
Murray Hill Academy**

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

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

BEDS Code:

3	1	0	2	0	0	0	1	1	4	3	2
---	---	---	---	---	---	---	---	---	---	---	---

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title <u>and</u> Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>DEBORAH DILLON</i>	PARENT	Meeting APRIL 6, 2011	
Signature <i>Deborah Dillon</i>			
Individual's Name (Print/Type) <i>Linda Gavin</i>	PTA President	April 6, 2011	
Signature <i>LINDA GAVIN</i>			
Individual's Name (Print/Type) <i>JUAN REYES</i>	Teacher-Vol	April 6, 2011	
Signature <i>JR</i>			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Bronx Bridges High School

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: NEW YORK CITY DEPARTMENT OF EDUCATION
 BEDS Code:

3	2	0	8	0	0	0	1	1	4	3	2
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>Rafael Villanueva</u> Signature <u>[Signature]</u>	<u>Principal</u>	<u>6/25/11</u> <u>MEETING</u>	
Individual's Name (Print/Type) <u>Jason Locke</u> Signature <u>[Signature]</u>	<u>Teacher, UFT Chapter Representative</u>	<u>6/26/11</u> <u>MEETING</u>	
Individual's Name (Print/Type) <u>Rosa Reyes</u> Signature <u>Rosa Reyes</u>	<u>PTA PRESIDENT</u>	<u>6-25-11</u> <u>MEETING</u>	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: NEW YORK CITY DEPARTMENT OF EDUCATION

BEDS Code:

--	--	--	--	--	--	--	--	--	--

For: Bronx Arena High School Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>MARC S. KORASHIAN</u>	<u>VFT Special Rep for Alternative HS</u>	<u>6/30/2011</u> <u>Meeting</u>	<u>[Signature]</u>
Signature <u>[Signature]</u>			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: NEW YORK CITY DEPARTMENT OF EDUCATION
 BEDS Code: _____
For: New Visions Charter High School for the Humanities Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Margaret Borrelli Individual's Name (Print/Type)	Special Rep. UPA	6/23/2011	
<i>Margaret Borrelli</i> Signature			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Rockaway Park High School for Environmental Sustainability

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: NEW YORK CITY DEPARTMENT OF EDUCATION
 BEDS Code:

3	4	2	7	0	0	0	1	1	3	2	4
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>Michael Cestaro</u> Signature <u>[Signature]</u>	<u>Teacher</u> <u>UFT Chapter Leader</u>	<u>SLT Team</u> <u>meetings 6/24</u>	
Individual's Name (Print/Type) <u>MATTHEW KATZ</u> Signature <u>[Signature]</u>	<u>Assistant Principal</u>	<u>SLT Team</u> <u>meetings 6/24</u>	
Individual's Name (Print/Type) <u>Rosanne Ciambriello</u> Signature <u>Rosanne Ciambriello</u>	<u>School Aide</u>	<u>SLT</u>	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

(continued for Rockaway Park High School for Environmental Sustainability)

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

BEDS Code:

3	4	2	7	0	0	0	1	1	3	2	4
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) FRANK KALBERN	SLT	SLT Team	
Signature <i>Frank Kalbern</i>	Treasurer / Parent	meetings 6/24	
Individual's Name (Print/Type) Pamela Kuffin	SLT	SLT Team	
Signature <i>Pamela Kuffin</i>	PA Co-President	meetings 6/24	
Individual's Name (Print/Type) Della Jackson	SLT	SLT Team	
Signature <i>Della Jackson</i>	PA - Co-President	meetings 6/24	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

Hillside Arts & Letters Academy

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: NEW YORK CITY DEPARTMENT OF EDUCATION
 BEDS Code:

3	4	2	8	0	0	0	1	1	3	2	5
---	---	---	---	---	---	---	---	---	---	---	---

 Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>Bencie H. Smith</u> Signature <u>[Signature]</u>	<u>co-president PA</u>	<u>6/27/2011</u>	
Individual's Name (Print/Type) <u>Christine Valentine</u> Signature <u>[Signature]</u>	<u>Parent</u>	<u>6/27/2011</u>	
Individual's Name (Print/Type) <u>Raquel Nolasco</u> Signature <u>[Signature]</u>	<u>UFT</u>	<u>6/27/2011</u>	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

High School for Community Leadership

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

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

BEDS Code:	3	4	2	8	0	0	0	1	1	3	2	8
------------	---	---	---	---	---	---	---	---	---	---	---	---

Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Repres	3. Date and Method of Consultatio	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) SEE ATTACHED			
Signature			
Individual's Name (Print/Type) SEE ATTACHED			
Signature			
Individual's Name (Print/Type) SEE ATTACHED			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

SIG-ARRA FOR 2011-2014

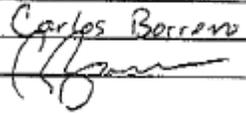
School Improvement Grant Implementation Plan
Action Planning Document for PL A Schools: 2011-12 and Beyond

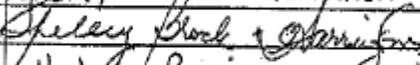
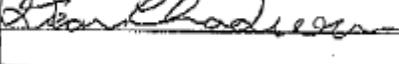
Part 3: Consultation and Collaboration Form

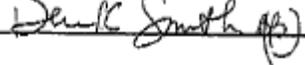
Please have the key stakeholders from your school community involved in developing its SIG improvement plan—*except the parent representative*—sign below.

Please have the Parent Representative only complete the Consultation/Collaboration form on the next page. These two pages should be *faxed* to (212) 374-5760 (attn: Office of School Development)

Consultation/Collaboration Form signed by School Leadership Team for High School for Community Leadership

School Leader (please print):	Carlos Borrero
Signature:	

SLT Member/Position (please print):	Shelley Brock - Harrington - Parent
Signature:	
SLT Member/Position (please print):	Helga Rivera - Parent
Signature:	
SLT Member/Position (please print):	Andrew Fickile
Signature:	
SLT Member/Position (please print):	Dean Chadwin - Teacher/Leader
Signature:	
SLT Member/Position (please print):	
Signature:	
SLT Member/Position (please print):	
Signature:	
SLT Member/Position:	

Network Leader (please print):	Derek Smith
Signature:	

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: NEW YORK CITY DEPARTMENT OF EDUCATION

BEDS Code:

For	J	a	m	a	i	c	a	G	a	t	w	a	y	t	o	t	h	e	S	c	i	e	n	c	e	s
-----	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>James Vasquez</u> Signature <u>James Vasquez (R.P.)</u> Individual's Name (Print/Type)	<u>UFT A.S. District Rep</u>	<u>In person</u> <u>6/29/2011</u>	
Signature Individual's Name (Print/Type)			
Signature			

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012

APPENDIX D: SUGGESTED LANGUAGE FOR COMMITMENT LETTER

Please provide a document signed by the Superintendent and the Local Teachers Union Leader, and where applicable a document signed by the Superintendent and the Leader of the Union representing building principals, committing to the following:

By no later than the end of the 2010-11 school year, any existing collective bargaining agreement shall be amended as necessary to require that teachers (or building principals where applicable) assigned to schools for which the district is receiving §1003(g) funds to implement a transformation model will be evaluated using a system that fully implements all of the provisions of Education Law section 3012-c that will be applicable in the 2011-12 school year and thereafter, including those provisions that must be implemented in accordance with locally developed procedures negotiated pursuant to the requirements of Article 14 of the Civil Service Law.

Letters of commitment from the United Federation of Teachers and the Council of School Supervisors & Administrators attached.

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012



**Department of
Education**

Dennis M. Walcott, Chancellor

Dennis M. Walcott
Chancellor

Marc S. Sternberg
Deputy Chancellor,
Division of Portfolio Planning

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

August 29, 2011

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

Dear Commissioner King:

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

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

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

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

Sincerely,

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

Michael Mulgrew, President
United Federation of Teachers

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

New York City Department of Education School Improvement Grant Application 1003(g) 2011-2012



**Department of
Education**

Dennis M. Walcott, Chancellor

Dennis M. Walcott
Chancellor

Marc S. Sternberg
Deputy Chancellor,
Division of Portfolio Planning

62 Chambers Street
Room 320
New York, NY 10007
+1 212 374 0226 tel

Monday, August 15, 2011

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

Dear Commissioner King:

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

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

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

Sincerely,

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

Ernest Logan, President
Council of School Supervisors & Administrators

Statement of Assurances

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

Federal Assurances and Certifications, General:

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

Federal Assurances and Certifications, NCLB (if appropriate):

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

- NCLB Assurances
- School Prayer Certification

General Federal Assurances

1. The program will be administered in accordance with all applicable statutes, regulations, program plans and applications;
2. Each LEA shall assure its compliance with all supplement not supplant requirements;
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency or in a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, nonprofit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
4. The applicant will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
5. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;

6. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;

7. The applicant agrees to comply with the following civil rights authorities, their implementing regulations, and appropriate federal and State guidelines: Title VI of the Civil Rights Act of 1964, Title IX of the Federal Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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 sub agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

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

CERTIFICATIONS REGARDING LOBBYING

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

1. LOBBYING

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

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

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

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

**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 whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
 8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
 9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
-

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.

ED 80-0014, as amended by the 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.

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 DEPARTMENT OF EDUCATION
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.

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).