U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

MAGNET SCHOOLS ASSISTANCE PROGRAM-APPLICATION PACKAGE
CFDA # 84.165A
PR/Award # U165A100027

OMB No. 1855-0011, Expiration Date: 05/31/2010
Closing Date: MAY 03, 2010

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Application for Federal Assistance SF-424 Version 02

* 1. Type of Submission	* 2. Type of Application:	* If Revision, select appropriate letter(s):
[ ] Preapplication	[X] New	
[X] Application	[ ] Continuation	* Other (Specify)
[ ] Changed/Corrected Application	[ ] Revision	

* 3. Date Received:	4. Applicant Identifier:
4/30/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	NA

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Community School District 30

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
136400434	103669289

d. Address:

* Street1:	28-11 Queens Plaza North
Street2:	3rd floor
* City:	Long Island City
County:	Queens
State:	NY
Province:	
* Country:	USA
* Zip / Postal Code:	11101

e. Organizational Unit:

Department Name:	Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Dr.	* First Name:	Philip
Middle Name:			

* Last Name:	Composto		
Suffix:			
Title:	District 30 Community Superintendent		
Organizational Affiliation:			
Community School District 30			
* Telephone Number:	(718)391-8323	Fax Number:	(718)391-6147
* Email:	PCOMPOS@SCHOOLS.NYC.GOV		

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165A

CFDA Title:

Magnet Schools Assistance Program-Application Package

*** 12. Funding Opportunity Number:**

ED-GRANTS-030410-001

Title:

Office of Innovation and Improvement:Magnet Schools Assistance Program
CFDA 84.165A

13. Competition Identification Number:

NA

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

Community School District 30 Magnet Schools Assistance Program

Attach supporting documents as specified in agency instructions.

Attachment:
Title :
File :

Attachment:
Title :
File :

Attachment:
Title :
File :

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:
* a. Applicant: NY-014 * b. Program/Project: NY-014

Attach an additional list of Program/Project Congressional Districts if needed.
Attachment:
Title :
File :

17. Proposed Project:
* a. Start Date: 9/1/2010 * b. End Date: 8/31/2013

18. Estimated Funding ($):

a. Federal	**$ 3787532**
b. Applicant	**$**
c. State	**$**
d. Local	**$**
e. Other	**$**
f. Program Income	**$**
g. TOTAL	**$ 3787532**

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

[ ] a. This application was made available to the State under the Executive Order 12372 Process for review on .
[X] b. Program is subject to E.O. 12372 but has not been selected by the State for review.
[ ] c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

[ ] Yes [X] No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

[X] ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	Dr.	* First Name:	Philip
Middle Name:			
* Last Name:	Composto		
Suffix:			

Title:	District 30 Community Superintendent

* Telephone Number:	(718)391-8323	Fax Number:	(718)391-6147

* Email:	PCOMPOS@SCHOOLS.NYC.GOV

* Signature of Authorized Representative:	* Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Community School District 30

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 1,855,424	$ 1,855,424	$ 1,855,424	$ 0	$ 0	$ 5,566,272
2. Fringe Benefits	$ 637,647	$ 637,647	$ 637,647	$ 0	$ 0	$ 1,912,941
3. Travel	$ 80,000	$ 80,000	$ 80,000	$ 0	$ 0	$ 240,000
4. Equipment	$ 40,780	$ 40,000	$ 35,000	$ 0	$ 0	$ 115,780
5. Supplies	$ 364,286	$ 339,128	$ 391,128	$ 0	$ 0	$ 1,094,542
6. Contractual	$ 516,452	$ 542,090	$ 489,916	$ 0	$ 0	$ 1,548,458
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 175,500	$ 180,000	$ 189,500	$ 0	$ 0	$ 545,000
9. Total Direct Costs (lines 1-8)	$ 3,670,089	$ 3,674,289	$ 3,678,615	$ 0	$ 0	$ 11,022,993
10. Indirect Costs*	$ 117,443	$ 117,578	$ 117,716	$ 0	$ 0	$ 352,737
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 3,787,532	$ 3,791,867	$ 3,796,331	$ 0	$ 0	$ 11,375,730

***Indirect Cost Information *(To Be Completed by Your Business Office)*:**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? **[X]** Yes **[ ]** No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)
Approving Federal agency: **[ ]** ED **[X]** Other (please specify): NYSED The Indirect Cost Rate is 3.2%
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[X] Is included in your approved Indirect Cost Rate Agreement? or, **[ ]** Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 3.2%

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Community School District 30

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, 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

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

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.

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.

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Dr. Philip Composto
Title: District 30 Community Superintendent
Date Submitted: 04/22/2010

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action:	**2. Status of Federal Action:**	**3. Report Type:**
[ ] Contract [ ] Grant [ ] Cooperative Agreement [ ] Loan [ ] Loan Guarantee [ ] Loan Insurance	[ ] Bid/Offer/Application [ ] Initial Award [ ] Post-Award	[ ] Initial Filing [ ] Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: [X] Prime [ ] Subawardee Tier, if known: 0 Name: Community School District 30 Address: 28-11 Queens Plaza North City: Long Island City State: NY Zip Code + 4: 11101-4008 **Congressional District, if known:** 14	**5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:** Name: Address: City: State: Zip Code + 4: - **Congressional District,** if known:	
6. Federal Department/Agency: U.S. Dept of Education	**7. Federal Program Name/Description:** Magnet Schools Assistance Program CFDA Number, if applicable: 84.165A	
8. Federal Action Number, if known:	**9. Award Amount,** if known: $0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	**b. Individuals Performing Services** (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	Name: Dr. Philip Composto Title: District 30 Community Superintendent Applicant: Community School District 30 Date: 04/22/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) 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 awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) 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 contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

APPLICANT'S ORGANIZATION	
Community School District 30	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr. First Name: Philip	Middle Name:
Last Name: Composto	Suffix:
Title: District 30 Community Superintendent	
Signature: _____	Date: 04/22/2010

ED 80-0013 03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:
Title : District 30 GEPA 2010
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The New York City Community School District 30

GENERAL EDUCATION PROVISIONS ACT (GEPA) REQUIREMENT

New York City Community School District 30 is proposing a Magnet Schools Assistance Program for PS 76, PS 111, PS 151, PS 171, IS 141, IS 204, and IS 230 that will meet the requirement of Section 427 of GEPA to ensure that there will be no barriers that will impede equitable access to participation having to do with gender, race, national origin, color, disability, or age. The project is designed to ensure that all students will be taught the same content, will be held to the same high standards and have access to the same rigorous curricula. The following is a non-exhaustive list of specific activities that will ensure equitable access to all participants, regardless of gender, race, national origin, color, disability, or age:

- All materials developed as part of the project will be adapted for use with students with disabilities according to their individual IEPs.
- All instructional materials and training materials will be reviewed by the project director and magnet resource teachers to ensure that they are appropriate for inclusive instruction that is sensitive to gender, race, national origin, color, disability and age issues.
- Materials sent out to parents and other community members explaining the program and inviting them to participate will be translated into the major native languages of the schools.
- Students will not be placed into magnet schools based on ability, performance or any other measure of merit to ensure equal access to all programs.
- Professional development, curriculum development/alignment and other planning activities have been designed to include all teaching staff regardless of gender, race, national origin, color, disability, or age, in order to ensure that *all* students have equal access to high quality instruction.
- These and other project features and activities can be found throughout the application. The following section of the grant narrative is an example of where further details can be found:

Quality of Project Services (a) (2) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have been traditionally underrepresented based on race, color, national origin, gender, age, or disability.

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Philip		Composto	

Address:

* Street1: 28-11 Queens Plaza North

Street2: 3rd Floor

* City: Long Island City

County: Queens

* State: NY* Zip / Postal Code: 11101 * Country: **USA**

* Phone Number (give area code)	Fax Number (give area code)
(718)391-8323	(718)391-6147

Email Address:

PCOMPOS@SCHOOLS.NYC.GOV

2. Applicant Experience

Novice Applicant [ ] Yes [ ] No [X] Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

[ ] Yes [X] No

Are ALL the research activities proposed designated to be exempt from the regulations?

[ ] Yes Provide Exemption(s) #:

[ ] No Provide Assurance #, if available:

Please attach an explanation Narrative:

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Project Narrative

Project Narrative-Project Abstract

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Project Abstract – New York City Community School District 30

A brief description of major objectives/performance measures:
Objective 1: Minority group isolation will be reduced at 6 highly minority group isolated magnet schools; minority group isolation will be reduced by specific percentage points each year **(1.1 – 1.7);** Each year, applicant pool for each magnet school will reflect racial and ethnic compositions that in relation to the total school enrollments will reduce minority group isolation **(1.8);** Each year, each magnet school will receive at least 65 applications **(1.9)**; Each year, class minority:non-minority ratios will not deviate from grade ratios by more than 15% **(1.10).**

Objective 2: All students will receive instruction that includes their school's systemic reforms and magnet themes in units and courses aligned with State standards. Each year, magnet schools will complete comprehensive education plans with objectives and activities that support systemic reforms **(2.1)**; Each year, units reflecting systemic reforms will be developed, used with students for a specific number of minutes per week **(2.2)**.

Objective 3: All students in each magnet school program will receive magnet theme instruction. Each year, magnet theme related units will be developed, used with students for a specific number of minutes per week and published **(3.1, 3.2)**.

Objective 4: Each year, for each magnet school, the proportion of students in each NCLB subgroup will meet or exceed the adequate yearly progress standards for their grades. Magnet schools will show improvement in reading and mathematics each year for all students and subgroups **(4.1, 4.2)**; all magnet schools will attain NCLB Adequate Yearly Progress (AYP) for all students and subgroups each year **(4.3)**. By end of project period, magnet school students will develop mastery of the magnet curriculum **(4.4)**.

Objective 5: Provide professional development for magnet school teachers related to systemic reforms and magnet theme development and implementation. Each year, magnet school teachers will receive at least 30 hours of professional development related to systemic reforms and magnet theme **(5.1, 5.2)**

Objective 6: There will be an increase in parent participation at each magnet school. Each year, there will be an increase (compared with the previous year) in parent participation in the magnet schools each year **(6.1)**

Names of magnet schools, special curricular programs, and number of students who will participate (2010-11): **PS 76:** Magnet School of Health and Wellness (599 students); **PS/IS 111:** Magnet School of Multimedia, Communication Arts and Journalism (473 Students); **PS 151:** IB/PYP Global Communication and Foreign Language Magnet School (643 Students); **PS 171:** Magnet School of the Arts (640 Students); **IS 141:** Magnet School for Advanced Mathematics, Technology and Environmental Engineering (1,018 students); **IS 204;** Magnet School for Living Green in a Global Society (761 students); **IS 230:** Magnet School for Civics in the Community (943 Students).

Project Narrative

Project-Narrative-Table of Contents

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Project Narrative

Project Narrative-Competitive Preference Priority 1-Need for Assistance

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<u>Priority 1–Need for Assistance</u>: (a) The costs of fully implementing the magnet schools project as proposed

<u>Introduction</u>: Community School District 30 (District 30) in Queens, NY has not received funds under this program in the last fiscal year of the previous funding cycle. Moreover, District 30 has not received MSAP funding since the 2002 funding cycle. District 30 is seeking MSAP funding to implement magnet programs at seven schools -- PS 76, PS/IS 111, PS 151, PS 171, IS 204, IS 230, and IS 141. <u>All</u> are Title I schools; six of the schools are highly minority group isolated (PS 76, PS/IS 111, PS 151, PS 171, IS 204, and IS 230); and all have large numbers of students living in poverty and students who are struggling academically. PS 151, IS 204, and IS 141 have been identified by the state as Schools in Need of Improvement (Corrective Action and Restructuring).

The proposed magnet schools have received MSAP funding in past decades, with 2002 as the last funding cycle. However, the schools have been losing their effectiveness and are struggling to continue attracting a diverse student body and to improve students' academic achievement – the twin goals of the Magnet Schools Assistance Program. District 30 is proposing to update its Voluntary Desegregation Plan to decrease minority group isolation at six of the most highly minority group isolated in the district, listed above, by decreasing the percentage of one or more groups of minority students (i.e., American Indian, Asian/Pacific Islander, Black, and Hispanic) and increasing the percentage of white students. Further, IS 141 is a magnet/feeder school with a larger percent of white students. The goal for this school is to reduce minority group isolation at the highly minority group isolated magnet intermediate schools (IS 204 and IS 230) by attracting white students who would ordinarily enroll at IS 141 to volun-

tarily enroll at IS 204 and IS 230. **It must be noted that all proposed magnet schools have sufficient space to accommodate students who would voluntarily enroll in the schools.**

Community Background: The proposed magnet schools are located in diverse communities in the borough of Queens, New York. For decades the magnet schools have been struggling to overcome neighborhood demographics. The schools are located in the neighborhoods of Long Island City, Woodside and Jackson Heights. These communities have a long history of receiving immigrant groups which has created a vibrant, multi-ethnic tapestry. The older, more established groups are Irish-Americans and Greek-Americans. During the 1980's and 1990's there were large influxes of immigrants from Southeast Asia and Latin America. It is during these decades that the magnet schools were established. The schools were desperately trying to reduce minority group isolation at the same time they were receiving large minority, immigrant populations.

Community demographics are changing and District 30 believes that for the first time in decades there is an opportunity to overcome the legacy of racially isolated schools by attracting white students who live in the communities (over 2,000 of whom attend non-public schools) to "take another look" at public schools in their neighborhoods, as well as attract white students who currently attend other schools in other neighborhoods in Queens to voluntarily enroll in the magnet schools. Six of the proposed magnet schools (PS 111, PS 76, PS 151, PS 171, IS 204, and IS 141) are located in Community Planning Board 1 and IS 230 is located in Community Planning Board 3. In 1990 there were 188,549 residents in Community Planning Board 1, 56.6% of whom were non-white. In 2000, there were 211,220 residents in the planning board, 58% of whom were non-white. The American Community Survey 2006 – 2008 estimates that **32.8% of the population of Community Planning Board 1is**

now non-white. **This is a large demographic shift – just within the past decade.** Similarly, in Community Planning Board 3, 82.8% of its 128,924 residents were non-white in 1990. This remained approximately the same in 2000, with 85% of its 169,083 residents identified as non-white. The American Community Survey 2006-2008 estimates that approximately **56.9% of the population of Community Planning Board 3 is now non-white. Again, this represents a major demographic shift within the past decade.**

<u>Legacy of Racial Isolation</u>: While the communities in which the magnet schools are located are becoming less minority, the schools have remained stubbornly highly minority group isolated. Further compounding the difficulties in attracting a diverse student population, these schools continue to have large numbers of students who are struggling academically. This is in stark contrast to other schools in the district with more stable community demographics (East Elmhurst and Astoria) which are reflected in student enrollments with larger proportions of white students and fewer students living in poverty. These schools also have larger proportions of students scoring at or above proficiency on state assessments. The district has identified potential feeder schools within these neighborhoods.

Three of the proposed magnet schools (PS 151, IS 141 and IS 230) are Schools in Need of Improvement. Although the other four proposed magnet schools (PS 76, PS 11, PS 171 and IS 230) are not SINI schools, between 33.9% and 45.2% of students in these schools scored below proficiency on the New York State ELA exam. This contrasts with students in schools identified as potential feeder schools (PS 2, PS 70, PS 78, PS/IS 84, PS 85, IS 227) where between 12.2.% and 19.2% of students scored below proficiency on the New York State ELA exam.

New York City Department of Education Structural Supports: The timing of this MSAP initiative couldn't be better. There are new, NYC DOE supports in place to facilitate "turning around" the magnet schools. Just as the U.S. Department of Education identified "school turnaround" policies as critical for student achievement, the New York City Department of Education (NYC DOE) began adopting them through its *Children First* initiative. **In terms of the school turnaround strategies that the US Department of Education has identified, including consistently focusing on improving instruction through the use of data—the NYC DOE is far ahead of the curve.**

The *Children First* reforms are about **student achievement**. The city has implemented a new, core curriculum (a unified balanced literacy program and a scientifically based math curriculum), created appropriate interventions for struggling students, and ended the "social promotion" of failing students who were unprepared for the next grade. The NYC DOE negotiated substantial reforms to the teachers' contract: raising teachers' salaries, so principals can recruit and retain needed high-quality teachers; providing struggling students an additional 150 minutes every week (37 ½ minutes each day) of small-group instruction; and giving principals, for the first time, the power to make final decisions regarding hiring for all vacancies. ***Children First* reforms also reallocated resources originally supporting the bureaucracy to allow further decision-making at the school level and created a "Leadership Academy," modeled after successful private sector initiatives, to train strong school leaders capable of making those decisions effectively. To empower parents as leaders and as partners in their children's education, the Mayor and the Chancellor created a position in every single school called the "parent coordinator."**

The Mayor and the Chancellor believe they can create the necessary culture change by infusing the system with **leadership, empowerment, and accountability**: schools need strong leaders who are both empowered to make decisions and accountable for results.

Leadership/Empowerment: As in the federal turnaround model for chronically low-performing schools, the principal has "operational flexibility" for budget, staffing, and programming. The NYC DOE management structure focuses **decision-making at the school level, with the principal, and holds the principal accountable for student learning**. This structure also enables principals to choose the partners and supports that will impact their schools—and their new magnet programs.

Starting in the 2010-2011 school year, all magnet schools will be part of the *Children First* Network (CFN), an initiative designed to integrate operational and instructional support for schools. CFN's goal is to expand the philosophy of devolving as much decision-making power as possible to the people who know schools best: principals, teachers and school staff. Each CFN network employs a 13-person, cross-functional team directly accountable to principals that delivers personalized service to an average of 25 schools.

Accountability: The NYC DOE has clearly identified the use of data "to set goals for instructional improvement, make changes to immediately and directly affect instruction, and continually reassess students learning and instructional practices to refocus the goals"—all elements described in *Turning Around Chronically Low-Performing Schools* as critical to "maintain[ing] a consistent focus on improving instruction" (p. 8). The NYC DOE will support the magnet schools as part of a strong accountability system. NYC DOE Senior Achievement Facilitators and other *CFN* staff will work intensively with schools to implement effectively the NYC DOE's powerful set of accountability tools and metrics and the processes by which school pro-

fessionals learn to use them to improve the academic outcomes for all students. The four key NYC DOE accountability tools are: (1) annual Progress Reports ("school report cards"), which compare each school to similar schools and the City's best schools and are based on performance (where a school stands in absolute terms), progress (whether and how fast a school's students are improving), and items related to school environment (including the results of surveys of parents, teachers, and students); (2) Quality Reviews, an on-site, accessible, and widely disseminated summary of skilled educator observations of teaching and of interviews with the principal, teachers, parents, and students at each school; with almost 850,000 parent, teacher and student responses in 2009, it is one of the largest surveys of any kind ever conducted nationally; (3) Periodic Assessments, which students take throughout the school year to give teachers more information about what students have learned and to help them differentiate instruction; and (4) Achievement Reporting and Innovation System (ARIS), a first of its kind innovation system that applies assessment, analytics and reporting tools with goals of: empowering educators to improve student outcomes; transforming information into improved classroom practice; and stimulating, capturing, validating, and disseminating innovation.

Inquiry Teams, a key data-driven NYC DOE *Children First* initiative, are especially likely to result in the "quick win" or early improvements that research has identified as one of four pivotal recommendations for turning around chronically low-performing schools (Institute of Education Sciences, 2008). An Inquiry Team in each school is designed to accelerate learning by using data to drive instruction and learning. By being an Inquiry Team member, teachers learn to understand and use disaggregated student data to identify student achievement gaps. They can then use the data to differentiate instruction to address needs.

Overcoming the Legacy of Racial Isolation – *Changes in Demographics +NYC Structural Supports + Magnet Program = Success* Many parents do not perceive the proposed magnet schools as "desirable." This perception must change for minority group isolation to be reduced at the schools. However, parent perceptions will not change unless in reality the schools *do* change, and change dramatically. Only schools that are truly unique with exceptionally strong educational programs, where students are engaged and achieving academically will be able to attract parents to voluntarily enroll their children in the proposed magnet schools. This is the challenge that is eminently doable NOW. Structural supports are in place in the New York City school system that were not available as recent as a year ago. District 30 believes that these supports, coupled with focused magnet services targeted to meet teachers' and students' needs, will create the environment for successfully achieving the twin goals of reducing minority group isolation and improving students' academic achievement.

The costs of fully implementing the magnet schools project as proposed: District 30 is seeking MSAP funding to implement a magnet schools program at seven schools: PS 76, PS/IS 111, PS 151, PS 171, IS 204, IS 230, and IS 141. The district's resources alone are adequate to cover only part of the total cost of magnet project implementation. As indicated above, the timing is right-- the district demographics have changed, NYC has significant structural supports to enable school transformation. However, **the resources to "drill down" to develop themed standards-based curriculum at the school level that meets the needs of all students and train teachers to implement new curricula and differentiate instruction to meet student needs are sorely inadequate.** It is one thing to know what to do, it is another to be able to do it. It is funding for this critical next step that magnet resources will provide.

MSAP Request: District 30 is requesting a total of $3,787,532 the first year to implement the magnet project. The project budget will support the following staff positions and contractual services: (1) a full-time project director; (2) a full-time magnet planner; (3) a full time magnet recruiter; (4) a full-time magnet secretary; (5) two full-time resource teachers at each of the seven magnet sites who will implement curriculum related to the magnet themes; (5) magnet theme related equipment and supplies; and (6) contractual services for an independent evaluation firm and consultants with expertise in each school's theme, Understanding by Design (UbD) and Differentiated Instruction (DI), the selected school reform models, middle school restructuring, and the like, to conduct site-based professional development for classroom teachers who will be designing theme-based curriculum and implementing these new magnet curricula and instructional strategies in their classrooms. A detailed line item budget rationale is included in the Budget and Resources section.

The actual cost of the project, however, exceeds the approximate $3,800,000 budget request each year and will require District 30 to assume additional costs in terms of staff time and other personnel and non-personnel resources. As a concrete expression of its commitment to the success of the magnet project, District 30 will provide, at no cost to the project, the following **in-kind contributions of approximately $20.4 million** broken out as follows.

In-Kind Contributions: Site-Based Personnel: $16,368,000 per year. This includes a total of approximately 248 general education, special education and ESL/bilingual classroom teachers, as well as educational paraprofessionals, instructional support staff (e.g., literacy and math coaches), principals, assistant principals, supervisors, and school secretaries. **District/NYC Personnel: $173,000 per year:** District staff and NYC Department of Education staff will commit 10-20% of their time to working with the magnet schools on implementing the project.

Among these staff members will be the following: The District 30 Community Superintendent, its parent involvement staff, NYC Department of Education support staff, including *Children First* Network staff. **Transportation: $17,550 per year:** The district will assume transportation costs related to students going daily to and from their magnet school; staff traveling between the magnet schools and collaborating educational, cultural, and other institutions; and students and staff participating in magnet-related activities that are conducted at community organizations, cultural or science institutions, and other collaborating institutions. **School Facilities: $3,780,375 per year:** The magnet project will have access to all school facilities at each magnet school. including classrooms, offices, and other rooms; furniture; ancillary support services (e.g., school safety, food services, computer system support); building services (custodial, building maintenance, leases, and utilities); classroom materials and supplies; and other instructional supplies. **Computer Maintenance $30,000 per year:** The district will assume maintenance costs for all computers and other instructional equipment that will be purchased with magnet schools funds. **Office Services:$14,765 per year:** The district will assume all office services costs related to magnet project implementation, such as copying recruitment and curriculum materials and maintaining fax machines. **District 30's total in-kind contribution is $20,383,690. This, in addition to the $3,787,532 requested from the Magnet Schools Assistance Program, brings the total cost of the project for the first year to $24,171,222.**

Priority 1—Need for Assistance: (b) The resources available to the applicant to carry out the project if funds under the program were not provided.

District 30 faces significant obstacles in carrying out the project in the absence of MSAP funds. These obstacles stem directly from the needs of the very students that the proposed

project is designed to address. All the proposed magnet schools are Title I schools. A disproportionate percentage of students in the schools come from low-income backgrounds, with high percentages in the magnet schools eligible for free/reduced price lunch. District 30 also serves large numbers of English Language Learners (5,270) and special education students (5,027). The district costs of providing an appropriate education to these students is much higher than for general education students who require neither second language and/or special education services.

Moreover, New York City's annual per pupil expenditures continue to be lower than its surrounding suburban school districts. According to analysis conducted by the New York State Superintendents Council, while New York City spent $18,977 per pupil in the 2007-2008 school year, suburban school districts in the adjoining counties, Nassau and Westchester, spent considerably more: for example, $30,897 per pupil in Mineola and $28,246 in Harrison, difference of nearly $10,000 or more in school districts fewer than 15 miles from NYC. And this is typical of the disparities in per pupil expenditures between NYC and its surrounding suburban school districts. **In summary, the New York City public school system, including District 30, is seriously underfunded and certainly lacks the resources to provide a comprehensive magnet schools program for the proposed seven magnet schools without MSAP funding.**

Priority 1—Need for Assistance: (c) The extent to which the costs of the project exceed the applicant's resources

The MSAP project budget would be approximately $3,800,000 annually, which represents approximately 16% of the total costs of fully implementing the proposed project. As outlined above, District 30 is making significant commitments—worth approximately $20.4 million—to support the magnet project. Moreover, the project is being implemented at a time when

budgets are already stretched to the limit and resources are scarce. **Highlighting the scarcity of resources is the fiscal crisis in NYC. After a 3% cut to schools during the previous two years, in May 2009, the NYC DOE announced a $405 million cut, approximately 5% per school. This is on top of decades of under funding by the state. After a lengthy court case filed in 1993 by the Campaign for Fiscal Equity challenging the inequities of state funding for NYC schools, in 2006 the NYS Supreme Court called for increased funding for NYC schools. Because of the current state fiscal crisis, not only has funding not increased, but state and city funding has been slashed.**

Priority 1—Need for Assistance: (d) The difficulty of effectively carrying out the approved plan and the project for which assistance is sought, including consideration of how the design of the magnet schools project–e.g., the type of program proposed, the location of the magnet school within the LEA–impacts on the applicant's ability to successfully carry out the approved plan successfully.

The Magnet Schools Assistance Program project that District 30 is proposing would be very difficult to carry out without MSAP support. The vast majority of the schools that the magnet project has targeted are both highly minority group isolated and have higher proportions of academically struggling students than other schools in the district, including 3 schools identified as Schools in Need of Improvement. It will require a large investment in both human and monetary resources to improve the quality of teaching and instruction in these schools. Only with MSAP resources -- funds for classroom teachers, working together with magnet staff, to develop and implement new thematic curricula, equipment and supplies to support each new magnet theme, and staff development to support the implementation of the new magnet curriculum --

will each school be able to create programs that will improve student achievement of the students enrolled in the schools. It is only when these schools turn into higher performing schools that it can be expected that students will be attracted to voluntarily enroll in the schools and minority group isolation will be reduced.

Further, the locations of the schools make it difficult to carry out the desegregation plan. District 30 comprises a very large geographical area. Its student enrollment is 28,658 and the combined geographical area of the districts includes a large part of the borough of Queens. The configuration of the Desegregation Plan is such that students who are attracted to voluntarily enroll in one of the magnet schools may have to travel great distances requiring additional transportation costs. **The combination of the costs and the location of the magnet and feeder schools will make it difficult to carry out the proposed magnet project without MSAP funding.**

Project Narrative

Project Narrative-Competitive Preference Priority 4-Expanding Capacity to Provide Choice

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<u>Priority 4--Expanding Capacity to Provide Choice</u> (1) Help parents whose children attend low-performing schools… by (a) Selecting schools identified for school improvement, corrective action, or restructuring under Title I as magnet schools…; or (b) Maximizing the opportunity for students in low-performing schools to attend higher-performing magnet schools funded under the project and thereby reduce minority group isolation in the low-performing sending schools; and (2) Effectively inform parents whose children attend low-performing schools about choices that are available to them in the magnet schools funded under the project.

As noted in previous sections, **the project will meet the Competitive Preference Priority 4** in that: (a) three proposed magnet schools have been identified for corrective action or restructuring under Title I where the goal is to improve the quality of teaching and instruction in these schools (PS 151, IS 204, and IS 141), **<u>and</u>** (b) four higher-performing magnet schools (PS 76, PS 111, PS 171 and IS 230) where there are opportunities for students in low performing sending schools to enroll; thereby reducing minority group isolation in the sending schools. Approximately 84 percent of students in District 30 are minority students. There are some white students in all of the district's schools. However, the overwhelming majority of students in District 30 are minority. Therefore, it is expected that the majority of applications will come from minority students, and in a lottery, there will be substantial numbers of students selected who will be minority. Thus, it is expected that minority group isolation will be reduced in these other low performing schools. Moreover, IS 141 has higher proportions of nonminority students than the other magnet schools. It is expected that during the course of the project, as a result of the "quick win" strategies employed by the schools, students in IS 141 will improve their academic

achievement and the school will ultimately be "in good standing," at which point students from the highly minority group isolated sending middle schools (IS 204 and IS 230) will have an additional opportunity to attend a higher performing magnet school, and thereby reduce minority group isolation at the sending schools. **It must be noted that IS 141 and higher performing schools have sufficient space to accommodate students who would likely be interested in transferring from IS 204, IS 230 and PS 151.** Please see the Project Design section (d)(1) for a discussion of the utilization of each proposed magnet school. Also, please see Table 3 (enrollment data for magnet schools) for a projection of how the enrollment of IS 204, IS 230 and PS 151 would change in a manner that would reduce minority group isolation in those schools.

(a) The following magnet schools have been identified as Title I schools in Corrective Action or Title I schools that are Restructuring: PS 151 – Corrective Action; IS 204 – Restructuring; and IS 141 – Restructuring. Improving the quality of teaching and learning in the above low-performing schools. District 30 is proposing a full range of activities to improve the quality of teaching and instruction in the three low-performing schools, both PS 151 in correction action and the two middle schools in restructuring. The primary vehicle to improve teaching and learning in the schools will be to fully develop them as magnet schools with unique curricula that will enrich the educational experiences for students at the schools. In order to provide the highest level magnet theme-based instruction, classroom teachers at each school, supported by magnet project staff, New York City Department of Education staff, *Children First* Network staff, district staff, and a host of outside experts, will: (1) receive extensive professional development; (2) be engaged in developing standards-based curriculum documents to support thematic instruction; (3) provide unique enrichment instruction for students during the school day, as well as in extended day settings. Further, the magnet school program will support the

SLC initiatives at IS 204 and IS 141 that are part of their Title I restructuring plans. **IS 204**, as part of its Title I restructuring plan, has restructured into three academies. Students take core academic subjects in their academy. Similarly, **IS 141,** as part of its Title I Restructuring Plan, underwent a reorganization during the 2008-2009 school year, creating three academies. The magnet programs at IS 204 and IS 141 will support and enhance the new academy structures to provide a cohesive theme-curriculum at each school (IS 204, Living Green in a Global Society and IS 141, Advanced Mathematics, Technology and Environmental Engineering) that will enable the schools to reach their student academic achievement goals.

(2) Parents of students in the three magnet schools that are Title I Corrective Action and Restructuring schools, as well as other low performing schools in District 30, will be effectively informed about choices that are available to them in their schools, as well as the choice to transfer to a higher performing magnet school or to another higher performing school. In response to the provisions for the federal *No Child Left Behind* (NCLB) Act, every parent in low-performing schools will receive an initial notification letter informing them that the school has been identified by New York State as a Title I SINI, CA or restructuring school, including an explanation of and reasons for the identification, what the New York City Department of Education, district and the school are doing to address the issues of low academic achievement, and how parents can get involved in improving the school's academic achievement. The letters also include information and a tear-off response form offering educational options for parents/students. Those options are: stay in the school; obtain information about supplemental educational services (SES), if eligible; or transfer to another school that is not in need of improvement. As part of the transfer option, they will be informed of the option to transfer to the higher performing magnet schools in this project or other high performing schools. All correspondence

is sent in English and other languages including Arabic, Spanish, Russian, Chinese, Haitian, Korean, with other languages as necessary. To further support parents, the magnet recruiter will work with the district's parent office and each school's parent coordinator to inform parents of students in the three Title I CA, or Restructuring magnet schools of their option to transfer their children to other schools.

Parents of students who are eligible for Supplemental Educational Services (SES) will be notified by mail. Parent notification letters will be sent out in such languages as Arabic, Chinese, Haitian, Korean, Russian, and Spanish. The letter will include lists of New York State-approved SES providers. An SES Provider Directory will also be sent home with their children, along with an SES Parent Program Provider Selection Form. Parent orientations, facilitated by the project recruiter, the district's parent office, and the schools' parent coordinators, will be given at the beginning of each school year to help parents understand the criteria for eligibility for supplemental education services and to provide information on service providers, as well as on the process for selecting a provider. Borough and citywide SES provider fairs will also conducted. Parents will then be asked to research the program providers and select one for their child.

Project Narrative

Project Narrative-Selection Criteria-Quality of project services (25 points)-Refer to Federal Notice for content.

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Title: **NYC D30 2010 MSAP 3--Quality of Project Services.doc** Pages: **0** Uploaded File: **D:\Documents and Settings\TLevitt\Desktop\NYC D30 2010 MSAP 3--Quality of Project Services final 4 29.doc**

(a)(2) Quality of Project Services: In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

Equal Access and Treatment for Students Who Have Traditionally Been Underrepresented: The District 30 commitment to equal access and treatment in the magnet schools for members of traditionally under-represented groups emerges naturally out of its long history of serving members of these groups. All students will have access to the magnet program, regardless of race, sex, and handicapping conditions. English Language Learners and special education students will participate in the program on the same basis as other students, and teachers will make necessary accommodations for these students that will support them in achieving at high levels.

The project's recruitment components are designed to reach all parents living in District 30 with information (including translators and written materials in the parent's native language) that will enable them to make informed choices about the right school for their children. Once they enter a magnet school, students from under-represented groups will receive strong support for their active participation in all courses of study.

Multicultural education/cultural competency, cooperative learning, heterogeneous groupings, and related staff development activities will counter stereotypes and other biases and facilitate more positive interactions among diverse groups of students, staff, and parents. The NYC DOE Office of Curriculum, Standards and Academic Engagement, Division of Teaching &

Learning has sponsored such programs as Closing the Achievement Gap, a year-long program designed to engage educators, education advocates, parents, politicians, and all interested members of the community in collective knowledge sharing, dialogue and strategy development related to closing the achievement gap. The program is led by nationally known educators such as Dr. Pedro Noguera of NYU and Dr. Robert Balfanz of Johns Hopkins University. Another resource is the Equity Assistance Center (EAC). Equity issues will be incorporated into ongoing magnet professional development activities.

Equal Access and Treatment for Students with Disabilities: Students with physical and learning disabilities will be included in all magnet activities. In accordance with the NYC Department of Education's New Continuum, the magnet schools will provide a challenging curriculum in every subject area that will enable all students to access general education within the Least Restricted Environment (LRE), an inclusionary program.

The magnet schools will provide students identified as having learning disabilities with mandated services, while providing differentiated instruction designed to help them achieve at the same level as peers without disabilities. Magnet program resources, as well as those provided by New York City's Office of Special Education Services and New York State's Office of Vocational and Educational Services for Individuals with Disabilities (VESID), will enable each magnet school to provide in all subjects instruction that has been shown to be effective with children of different abilities.

Equal Access and Treatment for Girls: In order to ensure equal access for girls in all magnet activities, the project will incorporate gender equity issues into professional development activities that focus on content, curriculum development (Understanding by Design), and pedagogy (Differentiated Instruction) across the curriculum, including those subject areas in which

girls have been traditionally underrepresented. To ensure gender access and treatment, city, district, magnet and school staff, as well as other professional and curriculum development facilitators, will draw on such training programs and materials as those made available by the Equity Assistance Center (EAC). These publications include: *Teacher Expectations and Student Achievement* (TESA), *Generating Expectations for Student Achievement* (GESA), *Learning to Persist/Persisting to Learn* (Mid Atlantic Equity Consortium), and the *S.E.E.D. Project on Inclusive Curriculum* (Wellesley Centers for Women).

English Language Learners: English Language Learners and their families are a valuable resource to be tapped to enrich District 30's programs, especially the magnet program. All ELLs have equal access and opportunity to participate in high quality educational programs. They are taught English language arts and/or ESL using the *Children First* balanced literacy approach, supplemented by best practices in transitional bilingual and ESL methodology. The native language arts program parallels the English language program, holding all students to the same high literacy standards. The same is true of instruction across the curriculum. The magnet schools will use the resource materials available from the Equity Assistance Center/Educational Alliance at Brown University. Their publications and website have a wealth of information on culturally responsive teaching/multicultural education and English Language Learners. The magnet resource specialists will introduce staff to these materials, helping them to become more *culturally responsive* and sensitive to the needs of ELLs. They will be equipped to use best practices to ensure that ELLs are held to and reach the same high standards. Teachers will learn to adapt their approaches to instruction and parent involvement to ensure the participation of traditionally underrepresented students and families.

(a)(3) In addition, the Secretary considers: (i) The extent to which the services to be pro-

vided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.

The intended recipients, or beneficiaries, of the magnet program services are each school's instructional leaders, teachers, and students. Much of the foundational work is being done. School leaders and teachers, through NYC DOE structures and tools, are beginning to identify specific instructional needs in their schools. However, the resources to make it happen in the classrooms are sorely lacking. **Instructional leaders and teachers need guidance and the time to collaborate to develop new standards-based curricula, to be trained in their use, and to differentiate instruction to meet students' needs. It is through these critical next steps that improved student achievement will be accomplished, as well as the reduction of minority group isolation.**

The urgency of the needs to be addressed by the magnet project is highlighted in findings from the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) on taught curriculum in ELA and Mathematics. **From 2006 – 2008, the NYCDOE and the NYSED commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action."** Although District 30 is in "good standing", the project Title I schools were asked to reflect on the findings, which the authors found were systemic in many of the NYC school districts, not just those in corrective action. The focus of the audit was on ELA and the mathematics curricula for all students, including students with disabilities (SWDs) and English Language Learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas – such as professional development and school and district supports –through multiple lenses of data collection and analysis.

The findings were revealing and support the appropriateness and timeliness of the MSAP project services. The findings state that overall there was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, **teachers do not have the tools they need to provide standards-based instruction to all students at all levels. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.** Specifically in ELA, the audit found that there are gaps in the written curriculum, and although a number of curriculum maps had been developed, they addressed only content topics – not skills to be mastered, strategies to be utilized, or student outcomes to be attained. For mathematics, the audit found the key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K-8 (*Everyday Mathematics* (K-5) and *Impact Mathematics* (6-8) are aligned with the NYS content strands. However, the findings indicate that **the mathematics curriculum alignment shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.** ***These findings suggest that proposed project services – including a strong focus on curriculum alignment, curriculum mapping and the professional development necessary to support these activities, is exactly on target for the proposed magnet schools.*** (A discussion of the proposed curriculum development and alignment process, including curriculum mapping and curriculum unit development, can be found in the Project Design section.)

a)(3) In addition, the Secretary considers: (iii) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective

practice.

In the District 30 magnet program, **Understanding by Design (UbD) and Differentiated Instructin (DI) will be the cornerstone of project services to transform teaching and learning (Tomlinson & McTighe, 2006).** UbD has been used effectively across the country by teachers to develop rigorous, engaging, age-appropriate, and coherent interdisciplinary curriculum based on academic themes or career interests (Legters et al, 2002). Building on research findings in cognitive psychology (Bransford, Brown & Cocking, 2002), UbD involves the creation of curriculum characterized by higher-order thinking, deep-knowledge, and authentic contexts, which have been found to greatly decrease gaps between high- and low-performing students in restructured schools (Newmann et al, 1996). The International Baccalaureate program, for example, used the UbD framework to redesign the template for the Primary Years Program that is the reform model to be adopted with magnet funding by PS 151 (McTighe & Seif, 2003).

DI, which provides teachers with ways of approaching classroom instruction that respond to student difference in terms of readiness, interest, and/or learning profile, is based on the work of Carol Ann Tomlinson (1999, 2001, 2003) and supported as a model program by, for example, the ASCD, which offers multiple resources on DI, including books by Tomlinson and/or McTighe, as well as recent publications, such as *Professional Development for Differentiating Instruction: An ASCD Action Tool* (Strickland, 2009). The 2006 publication of Tomlinson and McTighe's *Integrating Differentiated Instruction & Understanding by Design* expanded the ways in which educators could think about curriculum development, instruction, and professional development.

DI and UbD will complement other District 30 initiatives that are age- and grade- appropriate. At the elementary level, District 30 will focus on an early intervention/enrichment model supported by project systemic reform initiatives, such as the Primary Years International Baccalaureate Program (PY/IB), Disciplined Based Arts Education (DBAE), Project-Based Learning, etc. Research has found that an inquiry-based curriculum, the type used in IB programs, leads to students asking deeper questions and thereby deepening their understanding (Godbey, Barnett & Webster, 2005) and that meaningful inquiry increases student engagement (Aubrecht, 2005). According to two recent reviews—one meta-analysis (Walker & Leary, 2009) and one meta-synthesis (Strobel & van Barnevald, 2009)—of 30 years of project-based learning research, not only does PBL more than hold its own when compared to traditional classroom approaches, but, in studies with assessments of students' ability to apply knowledge and principles, PBL clearly was the more successful teaching strategy. More than ten years of research and implementation of DBAE (Dobbs, 1998; Getty, 1997; Dorn, 2006) have that this holistic approach engages students in creating, improvising, composing, performing, interpreting, discussing, writing and thinking about, reporting and valuing works of art.

District 30's middle school restructuring initiative reflects the Chancellor's *Children First's* overall plan to reorganize large middle schools into smaller learning communities (SLC). The proposed magnet schools will spearhead this small school initiative in District 30 and serve as models for other schools in District 30, as well as the city as a whole. **The middle school initiative that is part of this larger magnet program is designed in part to address the specific needs of struggling students**. Large-scale comparisons of student achievement in large and small schools indicate that, regardless of grade, students learn less in large schools than in small schools. Particularly important in relation to low-achieving students in the District 30 magnet

schools is the finding that low-income students, minority students and ELLs at small schools are far more likely than those who attend large schools to succeed academically (Cotton, 2001).

All three of the proposed magnet middle schools are large—ranging from nearly 800 at IS 204 to close to 1,000 at IS 230. All of these magnet schools have begun restructuring into smaller learning communities (SLCs). **Although each school is committed to SLC structures and strategies, they have not had the resources to fully implement them**.

With MSAP support, these schools will continue restructuring and strengthen their curriculum and instruction, using their new overarching magnet themes as a means to improve instruction in the schools, across the academies. All three middle schools will learn about the models at each school, engage in intervisitations, and assess their own school needs and strengths in order to identify SLC and other reform structures and approaches that would fit best at their schools—and would be strongly supported by school staff, parents, students, and community partners. MSAP support will provide these schools with resources not currently available so that they can introduce and/or refine such SLC structures and strategies as: (1) teaming structures by grade, so that smaller clusters exist within each grade (National Forum to Accelerate Middle Grades Reform, 2004); (2) interdisciplinary teams of teachers that coordinate instruction and student support (Newman et al, 2001; Wasley et al, 2000); (3) the same core academic curriculum for all students (Legters et al, 2002), with sufficient support so that all students can access it (Weinstein, 1998); (4) block scheduling or other flexible scheduling options (McPartland, et al, 1998); (5) active engagement and inquiry-based learning (Darling-Hammond et al, 2002); (6) career interests (Legters et al, 2002); and (7) looping, coaching, seminars, advisories and other mechanisms that personalize the learning experience.

Each magnet school will develop new curriculum based on research and effective practices. The following are examples. **PS 151 (IB/PYP Global Communities and Foreign Language)** has selected a research-based reform model, the International Baccalaureate (IB) Primary Years Programme. There are 2,837 IB schools in 138 countries (approximately 784,000 students), with 1,083 of the schools in the United States. Research has demonstrated the efficacy of this program (see above). The magnet program at **IS 141 (Advanced Mathematics, Technology and Environmental Engineering)** will reflect the ISTE's Educational Technology Standards for Teachers, which include the need for teachers to "exhibit leadership by demonstrating a vision of technology infusion" and engaging students "in exploring real-world issues and solving authentic problems using digital tools and resources" (ISTE, 2008), as well as the recommendations of the newly released U.S. Department of Education's National Educational Technology Plan 2010—*Transforming American Education: Learning Powered by Technology* (draft, March 5, 2010). Students will use such effective programs as the Carnegie Mellon Robotics Educational Program. **IS 230 (Civics in the Community)** will use the *We the People: Project Citizen* curricular program, developed by the Center for Civic Education, which promotes competent and responsible participation in local and state government. A 2007 study conducted by RMC Research Corporation of *We the People: Project Citizen* students found statistically significantly greater gains among participants than comparison students in their knowledge of public policy. *Project Citizen* participants also demonstrated superior writing ability in articulating, researching, and advocating policy solutions in essays addressing public policy problems.

(a)(3) In addition, the Secretary considers: (iv) The likely impact of the services to be provided by the proposed project on the intended recipients of those services.

This proposal's outcomes (i.e., objectives and performance measures) are aligned with the six purposes of the Magnet Schools Assistance Program (MSAP). A set of objectives and performance measures follow the Program Purpose they address.

Program Purpose (1): The elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial portions of minority students…. Each of the six proposed highly minority group isolated magnet schools will reduce minority group isolation by decreasing the percentage of one or more groups of minority students (i.e., American Indian, Asian/Pacific Islander, Black, Hispanic) and increasing the percentage of white students. Every student will fully participate in the program. Each school can accommodate the numbers of students needed to achieve its desegregation goals. **Objective 1.** Minority group isolation will be reduced at the six proposed highly minority group isolated magnet schools.

Performance Measure 1.1-1.7: By October 1 of each project year, approved enrollment targets for each racial group (**see Table 3--Desegregation Plan Information Forms**) will be attained by reducing minority group isolation of one or more groups (e.g., the percentage of American Indian, Asian/Pacific Islander, Black, Hispanic students) at the six proposed highly minority group isolated magnet schools. Based on technical assistance from the US Department of Education regarding its interim, final rule on MSAP eligibility, the minority group isolated group in each school was identified by comparing the percentage of their representation in each school to the districtwide average for the group. The minority group isolated group has a higher percentage of students than the disrictwide average for the group. The following is the minority group isolated group for each school: **1.1** PS 76: Black; **1.2** PS 111: Black; **1.3** PS 151: Black; **1.4** PS 171: Black; **1.5** IS 204: Black; **1.6** IS 230: Asian/Pacific Islander. **1.7** Further, minority enrollments at the magnet/feeder school (IS 141) will support a more diverse student population. It will

be a magnet school to reduce minority group isolation at IS 204 and IS 230. Using 2009-10 as the baseline, each of the six highly minority group isolated schools will reduce minority group isolation by at least 2 percentage points by year 1, 4 percentage points by year 2 and 6 percentage points by year 3.

1.8 For each project year, the applicant pools for the proposed magnet schools will reflect racial and ethnic compositions that, in relation to the total enrollments of the schools, eliminate, reduce or prevent minority group isolation. (MSAP GPRA Performance Measure 1.)

1.9 For each project year, each magnet school will receive at least 65 applications.

1.10 By October 1 of each project year, for each magnet school, all class enrollments will reflect their grade's enrollment, for each racial group, within 15 percentage points.

Purpose 2: To develop and implement magnet school projects that will assist local education agencies achieve systemic reforms, and provide all students the opportunity to meet challenging State academic content standards and student academic achievement standards;

The implementation of systemic reforms and magnet themes as well as school planning will be facilitated and supported by the project, district, and NYC DOE resource staff.

Objective 2: All students will receive instruction that includes their school's systemic reforms and magnet themes in units and courses aligned with State standards.

Performance Measures: **2.1** By October 15 of each project year, each magnet school's Comprehensive Education Plan will be revised and include objectives and activities that support: ▸ the adoption of high standards for all students; and ▸ specific systemic reforms (e.g. International Baccalaureate Programme, curriculum alignment); and describe how they are coordinated with MSAP activities.

2.2 By the end of each project year, all magnet school students will receive instruction that includes their Comprehensive Education Plan's systemic reforms for at least 5 (year 1), 10 (year 2) and 15 (year 3) hours per week. Success will be determined through unit plan analysis (both units that present the magnet theme and those that do not), surveys, interviews, and walk-throughs.

Purpose 3: The development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary and secondary schools …. Magnet theme development and implementation facilitated by the magnet resource teachers will increase diversity and choice because the curricula are distinctive (not offered at other schools at the same grade levels) and innovative (combine systemic reforms and magnet themes).

Objective 3. All students, at each magnet school, will receive magnet theme instruction.

Performance Measures: **3.1** By the end of each project year, all students, at all magnet schools, will receive magnet theme instruction for at least 5 (year 1), 10 (year 2) and 15 (year 3) hours per week. Success will be determined through unit plan analysis, surveys, interviews, and walk-throughs and peer review of units and lessons produced as a result of this program.

3.2 By the end of each project year, each magnet school will submit to the district a magnet curriculum created as a result of this program.

Program Purpose 4: Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological and professional skills of students attending such schools.

Objective 4. Each year, for each magnet school, the proportion of students in each NCLB subgroup will meet or exceed the adequate yearly progress standards for their grades.

Performance Measures 4: By the end of each project year, each magnet school will show improvement in reading and mathematics as measured by the NYS ELA and Math assessments for elementary and middle school students (grades 3-8). The performance index for each school will increase by at least 10% for the total population and each of the NCLB subgroups. **4.1:** in reading. **4.2:** in mathematics. As a result, the percentage of schools attaining AYP each year will increase.

4.3 By the end of each project year**,** all magnet schools will have attained AYP for their total population and for each NCLB defined subgroup. This objective addresses GPRA Performance Measure (b): *The Secretary has set an overall performance target that calls for the percentage of magnet schools whose students meet or exceed the adequate yearly progress standard to increase annually from a baseline established by participating schools' performance in the school year prior to the beginning of the project.*

4.4 By the end of the project period, as a result of the implementation of theme curricula, 75% of students at each magnet school will develop mastery of that curriculum, as determined by methods such as alternative performance measures including portfolios, teacher checklists, etc.

Purpose 5: Improvement of the capacity of LEAs, including through professional development, to continue operating magnet schools at a high performance levels after Federal funding…is terminated. **Objective 5.** Provide professional development for magnet school teachers related to systemic reforms and magnet theme development and implementation.

Performance Measures 5: By the end of each project year, magnet school teachers will receive at least 30 hours of professional development (e.g., workshops, courses, coaching) in each of the following areas: **5.1** the development and implementation of the systemic reforms listed in the

Comprehensive Education Plan; and **5.2** directly related to the implementation of the magnet theme.

Other performance measures related to capacity building include: 2.1, coordination of magnet and other activities to improve core academic instruction; (2.2, 3.1, 3,2) development and implementation of systemic reforms and magnet theme units and courses.

Purpose 6: Ensuring that all students enrolled in the magnet school programs have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.

Performance measures 1.10, 2.2, 3.1 are related to providing all students the opportunity to meet challenging State standards. Performance measures 2.2 and 3.1 ensure that all students receive high quality instruction that includes systemic reforms and the magnet theme.

Parent involvement also promotes equitable access to high quality education for all students. **Objective 6:** There will be an increase in parent participation at each magnet school.

6.1 By the end each project year, for each school, there will be an increase (compared with the previous year) in the numbers of parents who participate in school activities.

(a) (3) In addition, the Secretary considers: (v) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

Professional development for instructional staff will involve teachers of ELLs and of general education and special education students and will be **primarily site-based and job-embedded.** It is expected that each year magnet school teachers will receive at least 30 hours of

professional development (e.g., workshops, seminars and coaching) in the development and implementation of the school's systemic reforms and directly related to the implementation of the school's magnet theme. Embedded professional development in all magnet schools will include demonstration lessons and coaching performed by magnet resource teachers, curriculum development/writing facilitated by magnet resource teachers and the project planner, and intervisitations among classroom teachers. Each school will also hold regular collaborative meetings of teachers in grade or subject-area teams, in Critical Friends or lesson study groups, or in professional learning community configurations – job embedded professional development that will encourage them to think and learn about curriculum practices that have direct applicability to their classrooms (Little et al, 2003). Although the Inquiry Teams' primary goal is to use data to improve student performance (Blankstein, 2007), these collaborative groups also serve a valuable professional development function. Research has found a correlation between professional development and both improved instruction and student achievement when professional development focuses on the teachers' actual curriculum materials, standards, and assessment (Garet et al, 2001).

Common planning/professional development time will be an essential element of all PD. This will occur at grade level meetings at the elementary level. At the middle school level, it will take place at subject area or academy meetings. This time will be used for professional learning communities, curriculum development and writing through Curriculum Design Team (CDT) meetings and Inquiry Team meetings where the results of formative assessments of students will be discussed. Combining data meetings with professional collaboration will offer teachers the opportunity to learn how to use data more effectively. These meetings will be facili-

tated by the magnet resource specialists (MSAP site based staff). Magnet staff will serve as on-going resources to administrators and teachers in each magnet school.

Further, outside consultants will also provide much needed specialized PD. The following are examples. **PS 151** (International Baccalaureate Primary Years Programme/Global Communities and Foreign Language) will participate in IB School professional development and support services. As it goes through the accreditation process, a team of teachers (one per grade, plus two out of classroom teachers) and administrators, called the *IB Team*, led by the magnet specialist, will be established and will meet on a regular basis to ensure that the IB accreditation process moves forward and that the IB philosophy is being communicated to all staff members. Each IB team member will attend an IB Orientation Seminar and one category 1 workshop of interest, and will visit three IB World Schools. As all staff members begin implementation of the program, the IB team will work with an IB appointed consultant for a two-day on-site visit as well as 20 remote hours of support. The magnet specialist, in collaboration with the IB consultant will set up teacher accounts to the IB online Curriculum Center. Planning time will be scheduled monthly so that teachers may collaborate and reflect using the online Curriculum Center. In preparation for year two, the entire staff will attend an on-site category one workshop for schools planning to introduce IB.

PS/IS 111 will enhance its Multimedia, Communication Arts, and Journalism theme through professional development provided directly to teachers by Digital School Solutions (DSS), a company of AUSSIE(Australian United States Services in Education), which works with more than 400 elementary, middle, and high schools. Guided by the school's Professional Development Team, DSS will: (1) assess the school's infrastructure and establish a customized innovation plan that will address the administrative and instructional needs necessary to move it

forward into a global learning community; (2) redesign the school curriculum into authentic learning experiences (thematic, technology- infused, research based) aligned with City and State Standards as well as the NETS; (3) model best practices of pedagogy and technology; (4) develop opportunities for global collaborations; and (5) showcase the tools necessary for students to achieve ICT(information and technology) literacy.

IS 141 (Advanced Mathematics, Technology, and Environmental Engineering) will partner with **The Center for Architecture Foundation (CFAF)** to co-plan and implement a series of hands-on, project based workshops to support the school's magnet theme and standards and integrate built environment methodology across the curriculum. Professional development workshops will be led by a CFAF design educator to develop and implement workshops in which students will engage in collaborative design-based activities that support the existing curriculum and provide hands-on, inquiry based and multimodal teaching and learning. Teachers from core subject areas will participate. At CFAF, its staff will model magnet theme teaching methodology and provide resources enabling teachers to teach similar units on their own at the end of the three year grant period.

(a) (3) In addition, the Secretary considers: (vii) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

This MSAP proposal is designed to ensure that District 30 will implement high-quality activities that are directly related to improving student academic achievement based on New York State academic content standards, including the Common Core Standards as they are adopted by the State, and academic achievement standards in all content

areas. The magnet program will engage students in the process of learning and create learning communities of different sizes and configurations that will support high student academic achievement, high—and clearly articulated—expectations, and theme-based curriculum designed to support the learning of students of diverse backgrounds. Further, there is evidence that demonstrates that high levels of magnet implementation will lead to improvements in the achievement of students. A research study conducted by Dr. David Silver of the CRESST Center at UCLA demonstrates a strong relationship between the degree of magnet program implementation and improved academic results, with New York City demonstrating especially strong results. Dr. David Silver performed a factor analysis on teacher survey and other data, such as coded site visit reports, collected by American Education Solutions during the evaluations of 34 schools in six districts during the 2004-07 grant cycle. Teachers at high implementation schools received more effective professional development, presented the theme more frequently to students and modified their teaching methods to teach the new curriculum, among other factors.

By the third project year, 18 schools were higher performing (i.e., had attained AYP for at least two consecutive years). Of those schools, 14 were in the high or medium implementation group. Nine (9) of the 16 that finished the cycle as low performing Schools in Need of Improvement (SINI) were in the low implementation group. **New York City schools outperformed schools in the other districts.** Of 7 NYC schools in the study, 5 started as SINI. By the end of the cycle 6 of 7 were higher performing schools. Five of the schools were in the high implementation group and 2 were in the medium implementation group. By the 2009-10 school year, 5 schools were still higher performing. All were in the high implementation group. Three were turnaround schools which started as SINI before becoming magnet schools, became higher performing by the third project year and sustained their academic gains through 2009-10.

(a) (3) In addition, the Secretary considers one or more the following factors: (ix) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

District 30 has a long history of collaboration with partners in the community. Each magnet school has worked with collaborating partners to plan its magnet theme and to assist in its implementation once funded. A list of collaborating partners for each magnet school, both supported by the project for direct services to students and PD for teachers, and at no cost to the project, can be found in the description of each school's theme in the Project Design section. Examples of collaborating partners include AUSSIE Consultants for technology PD; various NYC museums for direct services to students and PD related to each school's theme, such as the Museum of the Native American Indian, the African Art Museum, the Noguchi Museum, the Tenement Museum, the Statue of Liberty, the Ellis Island Museum, the Museum of the Moving Image; environmental/science centers and hospitals for direct services to students and PD related to each school's theme, such as the Alley Pond Environmental Center, Queens Botanical Gardens, NY Hall of Science, Mt. Sinai Hospital of Queens, Cornell University Cooperative Extension, Solar ONE Green Energy, Arts and Education Center; universities for PD, such as Columbia University, Molloy College, the City College of the City University of New York.

Project Narrative

Project Narrative-Selection Criteria-Quality of personnel (15 points)-Refer to Federal Notice for content.

Attachment 1:
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(b)(1) The Secretary reviews each application to determine the qualifications of the personnel the applicant plans to use on the project.

All staff, both funded and not funded by the project, are highly qualified. The project will be managed by the project director, who will report to the District 30 Superintendent. The project director will supervise the project planner, the project recruiter and the project secretary. The project director will work closely with each school's principal, and the two will jointly supervise the project magnet resource teachers in each school.

(b)(2)(i) The Secretary determines the extent to which the project director (if one is used) is qualified to manage the project.

Magnet Project Director: 1.0, 100% FTE Qualifications: The qualifications for the magnet director have been established to ensure that the successful applicant possesses the commitment, knowledge, experience, and interpersonal skills needed to provide strong and effective leadership to the project. The position will be filled in accordance with the regulations of the New York City Department of Education. Following the notification of an MSAP award, a magnet director will be selected. District 30 is fortunate to have a pool of qualified applicants, including current and former magnet principals and former magnet directors. Applicants for the position will be given consideration based upon the district policy of non-discrimination based on race, religion, color, national origin, sex, age, or disability. Consideration for employment will also be based on the district's policy of affirmative action. **The candidate selected for magnet director will have the following qualifications:** (1) Advanced degree in education; (2) State certification as School Administrator; (3) At least 3 years of experience in grants administration; (4) At least 2

years of experience as a school principal or related position, preferably as a principal of a magnet school; (5) At least 3 years of experience as a district level supervisor or administrator, preferably as a magnet program supervisor; (6) At least 5 years experience in curriculum development; (7) At least 5 years experience as a staff developer/teacher trainer; (8) Experience in and knowledge of system reform models and innovative programs; (9) Experience in using UbD and Differentiated Instruction strategies; (10) Experience and knowledge related to working with parents of different races, ethnic, social and economic backgrounds; (11) knowledge of NYS Learning Standards, NYC Performance Standards; *Children First* and *No Child Left Behind Act*; (12) Experience working with community-based organizations, cultural institutions, agencies and other groups in initiatives related to systemic reform and innovative educational methods and practices; (13) Demonstrated leadership in the development of programs and courses of instruction that substantially strengthen students' knowledge of academic subjects and marketable vocational skills; (14) Demonstrated abilities in areas associated with effective leadership; and (15) excellent interpersonal skills.

Duties and Responsibilities: The magnet project director will be responsible for coordinating all aspects of the Magnet Schools Assistance Program, reporting directly to the district superintendent. S/he will: (1) manage all aspects of the MSAP project; (2) supervise the magnet planner and magnet recruiter; (3) coordinate the activities of the magnet resource specialists assigned to each school; (4) ensure the continual focus of the magnet project's activities on promoting desegregation in accordance with the district's desegregation plan; (5) assist each magnet school's principal and School Leadership Team in implementing—aligned with New York State and New York City Learning and Performance Standards—their magnet school program, including: desegregation strategies, schoolwide reform models, middle school restructuring initiatives,

development and implementation of innovative theme-based curriculum and related instructional practices, professional development, and adaptation of instruction to special student needs; (6) work closely with District 30's parent support teams and each magnet school's parent coordinator on student recruitment and information outreach to ensure informed parental decision-making related to all aspects of the MSAP; (7) work closely with the *CFN Network* staff to manage all project-related fiscal and budget issues; (8) coordinate the implementation of the project's evaluation plan with the project evaluation contractor, and monitor the collection of all necessary data; (9) keep all project records with the assistance of the magnet secretary; (10) work closely with the NYC DOE's Office of Student Enrollment to evaluate the effectiveness of the interdistrict desegregation plan and make revisions/changes as needed; and (11) coordinate with other NYC and district support staff to supplement project funds and to continue funding of the project at the end of the period of federal funding.

(b)(2)(ii) The Secretary determines the extent to which other key personnel are qualified to manage the project.

Other key personnel who will be funded by the project include the magnet recruiter; the project evaluation contractor; other project consultants. Key staff who will support the project, at no cost to the project, include the District 30 Superintendent and the principal for each proposed magnet school. A description of these key personnel is provided below. In addition, the project is requesting magnet resource specialist teachers. A description of these positions will be found in a later section.

Magnet Recruiter: **1.0. 100% FTE Qualifications:** The magnet recruiter will be required to: have a Bachelor's degree; experience in media and public relations; strong organiza-

tional skills; experience working with parents and parent groups from different racial, ethnic, cultural, and economic backgrounds; willingness to work on a flexible schedule that will include evening and Saturday meetings/activities; strong oral and written communication skills, including, if possible, the ability to speak and write in Spanish, Chinese, or other languages of parents in District 30; knowledge of computers including maintaining databases and using spreadsheet, word processing and desktop publishing applications; and familiarity with the operations of the districts and schools in New York City.

Responsibilities: The magnet recruiter will have primary day-to-day responsibility for all outreach and recruitment activities. To support parents, the magnet recruiter will work with the district's parent office and each school's parent coordinator to inform parents about the magnet schools and the availability of all their choices. The magnet recruiter will: (1) work collaboratively with the magnet director, the district's parent office, and each school's parent coordinator, School Leadership Team, Parents Association, and other parent groups; (2) develop and coordinate a comprehensive community-focused outreach program for each school; (3) develop, in conjunction with each school's School Leadership Team, a recruitment/advertisement plan, which will include, in multiple languages, brochures, videos/CDs, flyers, press releases, and radio and television public service announcements; (4) inform parents, community members, and community agencies about the magnet programs at the different schools; (5) attend district and citywide parent meetings; and (6) participate in annual School Fairs and other school-community activities, and coordinate presentations related to the magnet schools.

Magnet Planner: 1.0 100% FTE Qualifications. The magnet planner will report directly to the magnet director to ensure coordination of all activities and events related to curriculum development (including curriculum mapping) and professional development. S/he will work in

conjunction with the magnet resource specialists, and together they will spearhead the curriculum development and professional development at the magnet schools. The magnet planner will work with each school's magnet resource specialists, School Leadership Team (SLT), Curriculum Design Team (CDT), Inquiry Team and parent coordinators. **The magnet planner qualifications include:** (1) An advanced degree in education; (2) State certification as a School Administrator; (3) At least 5 years experience as a staff developer/trainer; (4) At least 5 years experience as a teacher working with students and families from diverse backgrounds; (5) At least 5 years experience in curriculum development and implementation; (6) Demonstrated skills in providing differentiated professional development; (7) Experience in using UbD and Differentiated Instruction; (8) Knowledgeable about New York State Learning Standards, NYC Performance Standards, *Children First*, and *NCLB*; (9) Demonstrated ability to work collaboratively with school staff; and (10) Excellent interpersonal skills.

Qualifications of the Project Evaluator: American Education Solutions: District 30 will contract with the firm of American Educations Solutions (AES). For the past 15 years, AES has evaluated forty-one Magnet Schools Assistance Program grants. In addition, the AES team was awarded six rigorous MSAP evaluations during the 2004-2007 grant cycle and partnered with the Education Alliance at Brown University and the SERVE Center at the University of North Carolina on three other rigorous MSAP evaluations during the 2007-10 grant cycle. The AES MSAP site visit team includes Dr. Gladys Pack, Dr. Donna Elam, Ms. Joanne Smith, and Dr. June Levy, Ms. Janice Sherrill, and Ms.Diane Creekmore. All have been teachers and administrators and have extensive evaluation experience. One was an assistant superintendent, three were magnet school principals, two were magnet school directors. AES's survey consultant, Dr. David Silver, is a senior researcher at UCLA's CRESST Center. Dr. Silver's work for AES has

also included rigorous evaluations of Voluntary Public School Choice, Teaching American History and Advanced Placement Incentive. Dr. Silver has done three studies that have demonstrated the effectiveness of magnet schools, including *The Impact of High Schools on Student Achievement within the Los Angeles Unified School District* which found that attending a Los Angeles magnet school more than doubles a student's odds of graduating on time. The duties and responsibilities of the evaluators are described in this proposal's evaluation section.

Project Secretary—1.0, 100% FTE Qualifications, Duties, and Responsibilities: The magnet secretary will provide a full-range of clerical support to the magnet director. S/he will be required to have outstanding secretarial skills, in addition to organizational and record keeping skills. S/he will have superior word processing and desktop publishing skills. S/he will be responsible for all word processing and clerical duties associated with the project.

Qualifications of District 30 Personnel, at No Cost to the Project

District 30 Superintendent: Dr. Philip Composto, the District 30 Superintendent, brings to this magnet project more than a quarter-century of experience as an educator in the New York Public Schools. He has held many positions in NYC to further students' academic achievement and school systemic reform. Prior to becoming Superintendent, he was a Senior Achievement Facilitator in the NYC DOE's Office of Student Performance and Accountability where he supported the effective implementation of the city's research-based accountability tools and data-driven student assessments. As a Local Instructional Supervisor in NYC, he supervised principals of a network of schools and worked with them to improve student achievement. Dr. Composto has served as an Administrative Assistant Superintendent of District 30, a magnet principal, a teacher trainer, an assistant principal, and a classroom teacher—all for the NYC DOE. He has also taught graduate courses in Administrative and Supervision Techniques and in Strategies for

Teaching Regular and Special Needs Middle School Students. He is the recipient of a Ross M. Burkhardt Middle Level Educator Award from the New York State Middle School Association. Dr. Composto is a certified Assessor and a certified Mentor and Coach for the National Association of Secondary School Principals. He has a Doctorate in Education in Instructional leadership, a Master's of Science in Special Education, and a Professional Diploma in School Administration, from the Harvard Graduate School of Education's Principal's Center.

Qualifications of Magnet School Principals at No Cost to the Project

Principal of P.S. 141 Miranda Pavlou brings over 25 years of experience as an Acting Principal, Assistant Principal, School Programmer, Dean, and Teacher. As Principal of I.S. 141, she organizes inter-academy and interdisciplinary meetings; holds weekly cabinet meetings with Assistant Principals and staff to review curriculum, exemplary methods of teaching, and pedagogical methods; provides support to ESL and special education teachers through weekly professional development; heads the Inquiry Team; conducts meetings with all subject area teachers to ensure that best practices are used and the state standards are addressed; meets with the data specialist, coaches and lead teachers daily to discuss data, and how to manipulate data to drive instruction; conducts Lunch & Learn professional development meetings to share best practices; Through NASA, she spearheaded a school wide initiative to promote interest in careers and future vocations into the curriculum; provided advanced curriculum opportunities to high functioning students; infused technology further into the curriculum to reap the benefits of an electronically enhanced curriculum; and piloted a program with the special education class to introduce these students to the technological future as a means of improving student performance. As Assistant Principal of the Albert Einstein Academy for Academic Excellence, a magnet school, she served as the new teacher mentor and the NASA Lead member. She holds a Professional

Diploma in English as an Additional Language (EAL) and a Masters degree in Engineering. With seven years experience as an engineer (Grumman Aerospace and Energy Research Company), she is particularly well-qualified to address gender equity and STEM.

Principal of PS/IS 111 Randy M. Seabrook brings many years of experience as a NYCDOE Principal and an Assistant Principal. In her current position as the Principal of P.S. /I.S. 111 she leads staff and students, using data to set high learning goals, in order to improve student learning. She oversees curriculum, instruction, assessment, and staff development. Prior to serving as principal and assistant principal she served as Implementation Specialist of School Redesign and Improvement Programs. She was also a member of the NYCDOE Performance Standards Customization Project/ Middle School English Language Arts in District 13 and the Founding Director of North Star Academy Middle School Choice Magnet School in District 17. Ms. Seabrook was also Instructional Specialist for the Comprehensive School Reform Demonstration Model (CSRD) AMERICA'S CHOICE for the NYCDOE where she served as the liaison between NYC Public Schools and the National Center on Education and The Economy (NCEE) / America's Choice School Design Model, and provided support, assistance and oversight of the implementation of the America's Choice School Design Model to participating NYC public schools. She holds a M. Ed. in Administration and Supervision from the Bank Street College Principal Institute and an M.S. in Early Childhood Education.

Principal of PS 151 Jason P. Goldner brings fifteen years of experience as a Principal, an Assistant Principal, Magnet Theme Specialist, School Computer Coordinator and Teacher. As Principal at Public School 151, he has implemented many enhancements to curriculum, instruction, and the school community including an A+ Mobile science laboratory, a collaborative team teaching model, and an invigorated PTA. He collaboratively initiated a French dual language

program He implemented the new balanced literacy program across all grades to increase the rigor and relevance of literacy instruction including coordinating professional development for teachers in implementing this balanced literacy program. As Assistant Principal at Public School 85 Queens, he supervised staff, implemented curriculum, and assisted the Principal Administration in programming and NYC and State testing. As the Magnet Theme Specialist at PS 148 he provided professional development and ongoing support in the magnet theme to faculty and staff and reported directly to the Principal and Magnet Director regarding magnet theme implementation. He holds a Permanent School Administrator and Supervisor Certification, a Certification as a School District Administrator, and a Permanent Certification in Elementary Education. He earned an AC, Administration & Supervision and a Masters in Elementary Education.

Principal of PS 76 Mary Carole Schafenberg brings over 30 years of experience to the magnet project. As Principal of PS 76, she leads staff and students, uses data to set high learning goals, oversees curriculum, instruction, and assessment, and professional development. Prior to being appointed principal, she was the Assistant Principal of PS 151, a magnet school, where she was responsible for all school programming, student testing, scheduling, and student concerns. Ms. Schafenberg also served as the Chancellor's Monitor for the Office of Monitoring and School Improvement at the NYC Board of Education where she provided technical assistance to schools regarding the implementation of funded programs and bilingual programs. Other positions she has held include the Co-administrator and Staff Developer at JHS 57 where she provided general school administration for this school under registration review (SURR) and provided staff development for teachers. As the CSIP/SURR Facilitator for District 16, she developed and implemented workshops in school management for District staff. She also facilitated the Comprehensive School Improvement Program process for all District 16 SURR schools. She holds licenses

in NYS and NYC as a School District Administrator and Supervisor and as a Staff Development Instructional Specialist. She also holds a Masters degree in Elementary Education and a Professional Diploma in Administration and Supervision of Elementary Schools.

Principal of IS 230 Sharon Terry brings over 25 years of experience to the magnet program. As the Principal of IS 230, she created small learning communities, uses data to differentiate staff professional development plans, provides structured collaboration to evaluate strategies for effective instruction, monitors school wide assessment, reviews the effectiveness, scalability, and sustainability of all systems, establishes plans for future priorities, continuously evaluates projects and makes adjustments as needed, evaluates needs and realigns resources to address needs and gaps, and develops and provides staff professional development. She served as an Aspiring Principal while at the NYC Leadership Academy whose mission is to prepare and support visionary, passionate educators who have the knowledge, skills, capacity and dispositions to lead schools that orient all their activities around accelerating student learning and academic growth. Prior to becoming principal, she was the Assistant Principal of the MS 202 where she spearheaded the development and implementation of the magnet school program that spanned grades 6,7,and 8, developed and supervised an after school academic and arts program, established a partnership with John Adams High School to create a seamless transition from Middle School to High School, and planned strategies to develop interdisciplinary units among teams. She also was the Middle School Facilitator at JHS 226 where she facilitated Middle School practices leading to restructuring of the school. She holds Professional Diplomas in Educational Administration and Counseling, a Bachelor of Science in Education and a Master of Science Counseling.

Principal of IS 204 Yvonne Leimsider has over 25 years of teaching and administrative experience in the NYC school system, strong inter-disciplinary curriculum and shared decision-

making skills, expertise in middle school restructuring, and staff development. As the Principal at IS 204, she restructured and reprogrammed the school into small learning communities, actively recruited a literacy coach, teachers and new assistant principals, and created collaborative curriculum meetings. In this role she established the use of individual student portfolios. She utilized data to examine student progress and created a team to analyze data and provide intervention strategies. She lead a professional development initiative including planning, coordinating and implementing workshops focused on balanced literacy and team building, and provided opportunities for inter-visitations, model lessons and study groups. She was also the Assistant Principal of IS I26, Assistant Principal of IS 230, the Assistant Principal of JHS 226, and the Assistant Principal of JHS 202. She holds a NYC license as an Assistant Principal (Elementary/Junior High School), a NYS License in Administration and Supervision, and Advanced Certificate in Educational Administration, and a MS in Secondary Education.

Principal of PS 171 Anne Bussel has over 35 years of administrative experience in the NYC school system, including as a magnet principal. As principal of PS 171 she is responsible for the implementation of school wide programs, and the Integrated Team Teaching Program As the Assistant Principal at PS 17 and Assistant Principal at PS 309 she carried out all duties of a NYC Assistant Principal including fostering a culture of excellence through personal leadership, using data to set high learning goals and increase student achievement, leveraging a deep knowledge of curriculum, instruction, and assessment to improve student learning, developing staff, building strong school communities, and managing resources and operations to improve student learning. She holds a Masters degree and a NYS License in Administration and Supervision.

(b)(2)(iii) The Secretary determines the extent to which teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of

the magnet schools.

As recipients of previous magnet projects, District 30 already has a cadre of teachers who will bring their prior experience at one or more magnet schools to the current magnet project. **All magnet resource specialists/teachers and classroom teachers will be required to be "highly qualified," as defined by NCLB.**

The magnet program will be facilitated in each school by highly qualified resource specialists/teachers, who will lead the school in standards-based education aligning curriculum, instruction and professional development to New York State and New York City standards; support the implementation of the magnet theme; provide leadership in infusing the magnet theme into all content areas; and work with the schools' instructional staff to integrate the magnet theme using innovative educational practices. District 30 is requesting a total of 14 magnet resource teacher/specialists, 2 at each of the 7 proposed magnet schools. **All magnet resource teacher/specialists will be required to be highly qualified, as defined by NCLB, and will also be required to:** demonstrate expertise in the theme of the magnet schools, e.g., subject area certification, professional organization certification, etc.; demonstrate experience in standards-based instruction and alignment of curriculum, instruction, professional development and assessment with New York State and New York City standards; have experience and/or graduate work related to the theme of the magnet school; have a minimum of three years successful experience in teaching students from varied social, economic, racial and ethnic backgrounds; have a knowledge of special needs of students incident to the reduction of minority group isolation; have a knowledge of and experience in using Understanding by Design as an organizing principle for curriculum development and professional development and Differentiated Instruction as

a key classroom instructional approach; at the middle school level, have knowledge of and experience in working in smaller learning communities; at the elementary school level, have experience working with intervention/enrichment strategies; have experience using varied approaches, strategies and materials to promote successful learning; have demonstrated ability to work as a member of a committee or team with parents, teachers, and administrators.

Magnet resource specialists will be drawn from the pool of outstanding teachers who have expertise and experience related to each school's magnet particular theme(s) and/or reform model and who are currently teaching at the magnet schools, at other District 30 schools, and, as necessary, at elementary and middle schools across the city. Many of these specialists will have taught in a school with a previously funded magnet program.

Responsibilities: The full-time magnet resource specialists assigned to each school will, in collaboration with the magnet planner and staff at each magnet site and its School Leadership Team: (1) work with each school's Magnet Curriculum Design Team(s) to use Understanding by Design as the basis for developing standards-driven and research-based curriculum and Differentiated Instruction as the basis for classroom pedagogy; (2) work, at the elementary schools to refine intervention/enrichment strategies and at the three middle schools that will be using magnet funding to refine a research-based smaller learning community, with school staff, other NYC DOE personnel, *Children First* Networks, and consultants; (3) work with curriculum and PD consultants; (4) participate in staff development and curriculum development workshops/activities related to magnet theme development; and (5) facilitate the establishment of linkages, service contracts, and schedules for other collaborative agencies to provide services to the proposed magnet schools that are directly related to each school's magnet curriculum.

(b)(2)(iv) The Secretary determines the extent to which the applicant, as part of its nondi-

scriminatory employment practices will ensure that its personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability.

New York City has long been in the forefront of large school systems in promoting non-discriminatory employment practices. In March 1990, the Board of Education adopted an Equal Employment/Affirmative Action Plan, designed to provide positive action to guarantee that equal opportunities are given to all minorities and women who are employed by or seeking employment with the Board, reinforced the long-standing commitment of the Board of Education to providing a working environment that is free of discrimination. In September 1994, the Board of Education issued regulations promoting workforce diversity. **The New York City Department of Education, an Affirmative Action Equal Opportunity Employer**, reaffirmed a strong commitment to non-discriminatory practices in 2008, when it issued the following Public Notification of Non-Discrimination Policy: "It is the policy of the Department of Education of the City of New York to provide educational and employment opportunities without regard to race, color, religion, creed, ethnicity, national origin, alienage, citizenship status, age, marital status, partnership status, disability, sexual orientation, gender (sex), military status, prior record of arrest or conviction, except as permitted by law, predisposing genetic characteristics, or status as a victim of domestic violence, sexual offenses and stalking, and to maintain an environment free of harassment on any of the above-noted grounds…"

The policy of the NYC DOE requires that all personnel be recruited in accordance with its employment procedures and agreed upon with the United Federation of Teachers. As part of its non-discriminatory education practices, the NYC DOE encourages applications for employment from persons who are members of groups that have been traditionally underrepresented,

such as members of ethnic minorities, women, and handicapped persons. Members of minority groups are encouraged to apply for supervisory positions. Canvassing is done by the NYC DOE's Division of Human Resources, using an extensive mailing list of minority organizations.

(b)(3) To determine personnel qualifications the Secretary considers experience and training in fields related to the objectives of the project, including the key personnel's knowledge of and experience in curriculum development and desegregation strategies

District 30 has had broad-based experience in developing curricula that are aligned with the New York State Learning Standards and the New York City Performance Standards and Scope and Sequence. As a result of participation in earlier MSAP programs, Title VII bilingual programs, Teaching American History and other federal, state and city initiatives, many key staff members in District 30 have relevant experience in curriculum writing. The development of specialized curricula has been an integral component of each of these grants. For many years, District 30 used desegregation strategies to meet the needs of their diverse student population. It has been involved in federally-funded magnet programs through which staff have developed broad knowledge of and experience in dealing with desegregation strategies and educational excellence and equity. In addition, District 30 has a cadre of staff members who are familiar with implementing magnet themes and school reform models in the context of desegregation efforts. There is a wealth of experience among the staff who will support the proposed project, both those who will be funded by MSAP and those who will provide services, at no cost to the project. The District 30 Superintendent and all of the principals of the seven magnet schools have experience as a magnet school administrator and/or magnet staff developer, curriculum developer, or teacher.

Project Narrative

Project Narrative-Selection Criteria-Quality of project design (25 points)-Refer to Federal Notice for content.

Attachment 1:
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(c)(2)(i) Quality of the project design: The Secretary determines the extent to which each magnet school for which funding is sought will promote desegregation, including how each proposed magnet school program will increase interaction among students of different social, economic, ethnic, and racial backgrounds.

The proposed District 30 magnet project has been designed to promote desegregation by reducing minority group isolation at six highly minority group isolated elementary and middle schools – PS 76, PS/IS 111, PS 151, PS 171, IS 204, and IS 230. The District 30 Desegregation Plan will expand and diversify the pool of students who can be attracted to attend the proposed minority group isolated schools. This expanded pool of potential applicants, in addition to students who are zoned to the proposed magnet schools but who do not currently attend these schools, give the proposed magnet schools the "best chance" for reducing minority group isolation and promoting desegregation.

Further, the goal of District 30 is to create schools that—for all students—are places in which there is equality among students, inter-group respect, educative use of cultural difference, and inclusiveness – all strategies which will promote desegregation in the schools. District 30 is committed to the twin goals of equity and excellence. The proposed magnet schools will offer a range of strategies—multicultural education/cultural competence, heterogeneous grouping, cooperative learning, extended-day activities, and inclusion—designed to promote a positive and integrated learning environment in all of their magnet schools and to increase interaction among students of different social, economic, ethnic, and racial backgrounds.

Strategies for Increasing Interactions through General School Climate Improvement **Multicultural Education/Cultural Competency** involves the educational opportunities

that enable all students to acquire the knowledge, skills, and attitudes they need to function effectively in a culturally and ethnically diverse society. District 30's approach to multicultural education adheres to the five dimensions that James E. Banks has formulated (Banks, 1994, 2004): Content integration will be used in the magnet schools, especially in interdisciplinary and integrated curriculum in multiple subject areas, with students seeing the lives of people from many social, ethnic, economic, and racial groups reflected in historical accounts, novels, stories, and visual and other art forms. Among the additional resources for professional developers working with the District 30 magnet schools will be two publications of the Educational Alliance at Brown University, sponsor of the New England Equity Assistance Center: *Leading with Diversity: Cultural Competencies for Teacher Preparation and Professional Development* (Trumbull & Pacheco, 2005) and *The Teacher's Guide to Diversity: Building a Knowledge Base* (Trumbull & Pacheco, 2005). *Leading with Diversity*'s synthesis of research and practical knowledge related to cultural competency enables teachers to work effectively with students from different cultural and linguistic backgrounds. Magnet staff will also draw on *Building Racial and Cultural Competence in the Classroom (Practitioner Inquiry)* (2008), in which a diverse group of experienced teachers and teacher educators address the connections among teacher quality, teacher preparation, and the achievement gap for African Americans and other children of color.

Strategies for Increasing Interactions in Classroom Activities. Heterogeneous Grouping. Heterogeneous grouping will be used in all magnet schools. Heterogeneous classes are the school-level structural component that ensures that children from different social, economic, ethnic, and racial backgrounds come together in the same classroom. Researchers have noted the frequency with which even segregated schools are resegregated within the school via tracking and ability grouping. An extended body of research indicates that tracking is an inhe-

rently divisive and inequitable practice (Glass, 2002; Carnegie Council on Adolescent Development, 1989) that can be detrimental to students in terms of access to challenging academic content (Callahan, 2005); types and quality of instruction provided (Oakes 1987); motivation (Brophy, 1983); achievement (Hallinan, 1990); and socialization (Rosenbaum, 1989). Research has found positive effects on student achievement, self-esteem, and interpersonal relationship for academically struggling students, including special needs students who are grouped heterogeneously (Villa & Thousand, 2003).

Cooperative Learning. A key method of increasing interaction among children of different racial, ethnical, social and economic backgrounds is cooperative learning, an approach that fits perfectly with District 30's emphasis on an inquiry approach to learning. Cooperative learning was first developed as a means of creating more equitable classrooms environments (Slavin, 1988). It builds on students' different strengths and involves them in active and challenging activities that promote positive interdependence, so that all group members must cooperate to complete the project or assignment (Kagan, 1986). Researchers have demonstrated the success of cooperative learning in enhancing students' social and academic development in multicultural settings (Cohen & Lotan, 1995; Sharan & Shachar, 1988; Katz, 1992; Solomon et al., 1996). A later study of learning outcomes for black and white students found that, while white students performed best in "interpersonally competitive groups," black students, who are more community-focused than their white classmates, performed best in cooperative learning groups (Hurley, Allen, & Boykin, 2009). Strategies for Increasing Interaction during Extended Day Activities. Because many after-school activities are extensions of the school day, they employ cooperative learning and other equity teaching strategies, draw on content from different cultures, and use other strategies that foster interaction among students of different backgrounds. District 30 is

sensitive to the opportunities available for equal status and cooperative contact in extracurricular activities (Damico & Scott, 1984). After-school robotics clubs, for example, give students the opportunity to work in twos or threes to cooperatively solve a problem or design a product. Magnet school extended-day dance, music, theatrical production, and other such activities will enable a diverse group of students who might not usually interact during the school day to work and play together and to learn about each others' lives in an informal and familiar setting.

(c)(2)(ii) The Secretary determines the extent to which each magnet school for which funding is sought will improve student academic achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school.

The magnet program at each school has been designed to improve the academic achievement of ALL students in ALL instructional areas, including those that are the focus of the theme of each magnet school. The magnet schools in the project have large numbers of academically struggling students, including many students with special needs, i.e., English Language Learners and special education students. All the proposed schools will have whole school magnet programs, which makes it imperative that school staff address the needs of all the students who attend the school, especially struggling students. The following narrative discusses how the magnet program will improve the academic achievement of all students attending the magnet schools in the instructional areas offered by the schools.

Differentiated Instruction: Empowering Teachers to Increase the Achievement of All Students Differentiated Instruction (DI), which, with Understanding by Design, is one of

the project's two overarching frameworks, will play an invaluable role in enabling District 30 magnet teachers both to meet the educational needs of the full range of their students and to help diverse learners attain high standards. As the magnet program is developed, teachers will continually modify instruction to match student learning styles, instructional needs, and academic interests. DI will be especially valuable in meeting the needs of students in the various groups that are discussed below.

District 30's Intervention Services Model for Struggling Students: Each school's **Inquiry Team** is designed to accelerate learning, especially for struggling students, by using data to drive instruction and learning. By focusing on a discrete group of students (e.g., 15 seventh-grade Spanish-speaking ELLs, rather than all of the school's ELLs), Inquiry Team members "stay small." By starting with the focus on struggling learners, educators can identify underlying dynamics that allow for learning gaps and opportunities or leverage points for system-level change. Using such leverage points involves identifying patterns across the student population that, unlike the traditional academic intervention services model, supports school-wide change. Once these patterns are identified, the district has supports to target interventions to specific populations.

All of the magnet schools will provide **AIS services for Title I targeted students** in language arts and math through pull-out and push-in services, Saturday sessions, and extended day programs. They will continue—modifying and/or expanding as needed—existing AIS services, for example: (1) the Wilson Reading System, which includes an ELL component, and Read 180, a computer supported program focused on building fluency and comprehension—two programs that have been cited as having established effectiveness (SEDL, 2003); (2) RAMP UP to Literacy, developed by America's Choice and designed specifically for secondary school students who

are two or more years below grade level, which uses a Reading/Writing Workshop model within a 90-minute time period (Literacy Matters, 2006); (3) Breakthrough to Literacy, a literacy curriculum for preschool through third grade that introduces students to a book-a-week throughout the year; and (4) Achieve 3000, web-based, individualized learning solutions that accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests through: a combination of one high interest topic for the entire class matched to each student's individual reading level; one-on-one support; and one-click reporting and management allow teachers to use performance data to inform instruction.

When targeted intervention treatments are provided to struggling students, ongoing formative assessment can ensure that interventions are actually working. This process, which is referred to as response to intention (RTI), is one way to determine whether an underlying disability is at play in students who do not respond to targeted interventions that would typically move student achievement.

The magnet schools will be rich in both formative and summative resources for assessment. In grades 3 through 8, yearly state assessments function as summative documents and provide with feedback on whether instruction during the course of the year was successful. Also, a variety of interim assessments provide formative information to guide instruction and all useful for both developmental instruction and academic intervention.

Supplemental Educational Services (SES): As noted in the NCLB Act, SES, including tutoring, after-school services, and summer school, will be provided to eligible magnet school students.

Improving the Academic Achievement of English Language Learners

The magnet schools plans reflect the District 30 theme of supporting language acquisition, literacy and content area development for improved academic achievement of English Language Learners (ELLs). To ensure equity for all students, ELLs will have access to all core curriculums and will be included in all magnet activities. The integrated theme-based curriculum used in the magnet schools, which, for example, might combine English language arts or ESL and social studies or science will provide opportunities for stimulating language input (Short, 2002; Kowal & Swain, 1997), while supporting student assimilation of new information and application of language skills related to various content areas (Echevarria, Short, & Powers, 2006).

The magnet schools offer a variety of AIS and SES programs for newcomers, which provide instructional assistance primarily in literacy and mathematics, as well as Saturday and Summer Academies focusing on Mathematics and ESL is offered to all beginner and newcomer students. At PS 171, for example, ELLs can participate in the 16-week ESL Saturday Academy Program, an English-only program that particularly targets beginning students and has a strong focus on teaching content area through thematic units. All ESL students in grades 2-5 stay for extended day.

District 30 has prioritized the professional development focus that is critical for the success of ELLs in the magnet schools: aligning ESL/bilingual instruction more closely to the mainstream ELA curriculum, and addressing the ELLs' needs for academic language learning (Goldenberg, 2008). School-based literacy coaches will facilitate interclass visitations between ESL/bilingual and general education teachers. Similarly, ELL specialists will attend common branch teacher literacy professional sessions for common branch and subject area teachers to lead discussions about how to best differentiate instruction to address the linguistic, social, and cultural needs of ELLs in their classrooms

Magnet school middle-level ESL/bilingual teachers, as well as subject area teachers of ELLs, will be offered the opportunity to participate in Quality Teaching for English Learners (QTEL) training, developed by WestEd (Walqui, 2003), which focuses specifically on developing adolescent students' abilities to read, write and discuss academic texts in English in rigorous academic courses in math, science, and social studies. Magnet school teachers will also benefit from collaborations established by District 30 with the New York State Spanish Bilingual Education Technical Assistance Center (BETAC), which provides professional development in areas of relevance to Bilingual and ESL education for Spanish-dominant ELL students and others; and the NYS ALBETAC, which sponsors an Annual Roundtable for Educators of Asian ELLs.

Improving the Academic Achievement of Special Education Students Special education students will be included in all magnet activities. All magnet schools are in accordance with the NYC Department of Education's Continuum of Special Education Services, which requires that they provide a challenging curriculum enabling all students to access general education within the Least Restricted Environment (LRE).

Services include interventions and strategies in the general education environment for struggling students. Support services are provided to foster success in general education in order to meet the needs of a diverse population and improve student academic achievement. LRE initiatives, formulated to provide both direct and indirect services to students, general education teachers, special education teachers and related service personnel, allow for sharing knowledge and expertise. Each school's Pupil Personnel Team is a standing committee that reviews and evaluates the needs of students using a non-judgmental and confidential approach. Schools provide mandated services to students with individual educational plans (IEP). LRE initiatives in-

clude resource room, bilingual resource room, occupational therapy, speech and language therapy and counseling services.

There will continue to be no differentiation between the professional development needs of special education students and general education teachers. NYC DOE staff and Network will provide additional training and professional development in differentiated instruction to both general and special education teachers. In relation to special education needs, District 30 has been especially emphasizing: (1) expansion of implementation of the Wilson Reading System (WRS), which targets secondary students with severe decoding and spelling difficulties, includes assessment and multi-sensory instruction, and has been cited as having established effectiveness (SEDL, 2003) and is currently among the comprehensive, non-textbook-based programs currently being studied in the What Works Clearinghouse review of adolescent literacy interventions (2009); (2) enhancement of understanding of supplemental aides and services as part of the larger LRE strategy; (3) creating IEPs that both meet compliance requirements and address academic, behavioral, social and physical needs; (4) expansion by NYC DOE and other instructional specialists and the New York State Education Department's Special Education Training & Resource Center (SETRC) to expand PD opportunities; and (6) expanded training for general education teachers on curriculum adaptation, behavior management and other accommodations to facilitate their meeting the needs of a broader range of students in the general education environment. District 30 is already providing extensive—and developing additional—resources in these and related areas.

Improving the Academic Achievement of the "Average" Student The magnet schools will be designed to address the needs of all students, including the middle group whose academic achievement, critical capacities, and ultimate employment options will improve dramatically by

offering them regular access to the technology, communications, and critical thinking skills that part of each magnet school plan and are key educational and career platforms in the 21st century. All magnet school teachers will be trained to provide both "enrichment" and "remediation" as part of regular classroom activities. In their classes, a student might do advanced enrichment in one subject, receive additional assistance in another, and be "average" for a third. The District 30 magnet schools will build upon each student's different strengths and emphasizes differentiated instruction to address student needs.

(c)(2)(iii) Implement high-quality activities that are directly related to improving student academic achievement based on the State's challenging academic content standards and student academic achievement standards or directly related to improving students' reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, art, or music, or to improving vocational, technological, and professional skills.

All educational programs in the magnet schools will have high quality activities that are directly related to improving student academic achievement. All educational programs in the magnet schools will be fully aligned with NYC and New York State academic content and academic achievement standards in each subject area and with NYC's *Children First* curriculum in reading, writing, and mathematics and will be designed to ensure college and career readiness. **Each section below addresses the core curriculum for each content area that will be the foundation for all instruction in the magnet program.**

Language Arts Core Curriculum: District 30 has embraced a K-12 Balanced Literacy philosophy that addresses the reading and writing needs of all students through direct whole class and small group instruction. Students are actively engaged, individually or with partners and in

small groups, applying literacy skills throughout the day in all subject areas. They are given opportunities to select their own appropriate reading material, and to write about subjects that are meaningful to them in a variety of genres. Elementary and middle schools schedule 90-minute literacy blocks in accordance with Chancellor's Regulation.

The core literacy program is consistent with the NYC DOE's *Comprehensive Approach to Balanced Literacy*, which balances reading, writing, and word work. District 30 language arts strategies focuses on the Primary Literacy Standards and New Performance Standards in English Language Arts, is aligned with State ELA standards and assessments, and is based on the recommendations of the National Reading Panel (NICHD, 2000) and on other key research in the field (e.g., Neuman & Dickinson, 2003; Snow, Burns & Griffin, 1998).

District 30 schools use computers to support student literacy development. Read 180, Achieve 3000, and other individualized software provide students, working alone or in a small group, with individualized literacy support to accelerate reading. By using Google docs, for example, students can share documents with each other and with their teachers, which facilitates peer editing. Students can practice their writing skills on a blog that enables them to express an opinion on a topic of personal interest.

Mathematics Core Curriculum. As part of the *Children First* initiative, NYC schools implement a citywide core curriculum in mathematics for grades K-10, based on the state standards. Elementary schools implement *Everyday Mathematics*, a supplemental program. Middle schools implement *Impact Mathematics*. Some major NYC DOE mathematics initiatives include:

♦Algebraic Thinking: The purpose has been to develop algebraic thinking from preschool to high school. Mathematical Discourse: Another strong emphasis has been the use of rich mathematical discourse in the classroom to promote deep understanding. Main topics have been addressing

student-to-student conversation about mathematics, the language of mathematics and its vocabulary, and good questioning strategies. ♦Teaching English Language Learners: An increased sensitivity to the needs of ELL students and their cultural background will be promoted to support students' academic progress beyond the initial stages of acquiring English so that the achievement gap is closed through math institutes and workshops.

Science Core Curriculum: The NYC DOE has introduced a new K-8 Science Core Curriculum Initiative. Elementary and middle schools implement one of three approved instructional approaches and programs, all of which meet State standards and the City's new K-8 Science Scope and Sequence for science instruction and curriculum. These are: (1) an NSF Kit-based Approach, (2) a Textbook Approach, or (3) a Blended Approach, a combination of the grade-appropriate kits and textbook modules. Textbooks are available in both English and Spanish.

The elementary science program emphasizes a hands-on, inquiry-based approach to learning. Younger students learn effectively when they are actively engaged in the discovery process. Middle school science prepares students to explain, both accurately and with appropriate depth, the big ideas about our physical setting and our living environment. Students learn to communicate their thoughts, use appropriate scientific language, and demonstrate understanding of science process skills and procedures. Students in grades 5-8 follow the Intermediate New York State Learning Standards in Science. The emphasis is on process and mastery of key ideas. In addition, technology plays an integral part in enhancing learning through the use of the Internet and CD-ROMs that contain content information that supports the units of study.

Social Studies Core Curriculum: District 30's magnet social studies program is based on the NYC DOE K-12 Social Studies Scope and Sequence that went into effect during the 2008-09 school year. The Core Curriculum Initiative, a New York City standard program that

aims to provide a common core of rigorous, high-quality curricula and instructional materials to NYC classrooms, introduced core curriculum social studies materials to grades four and seven in 2008-09. Schools have the option of using a text book program or a trade book program and supplement these materials with primary source kits, maps, atlases, and realia. Social Studies core curriculum was rolled out for grades five and eight in 2009-10. Grades three and six will follow in the 2010-11 school year. Students construct concepts and themes as they interact with their environments. Teachers integrate social studies content, research, reading, and writing skills with language arts. Included with each grade are the appropriate reading/writing and research skills from the Information Fluency Continuum, as developed by the New York City School Library System. The Core Curriculum addresses ten thematic strands: culture; time continuity and change; people places, and environment; individual development and identity; individuals, groups, and institutions; power, authority, and governance; production, distribution, and consumption; science, technology, and society; global connections; and civic ideals and practices. It supports teachers in helping develop key social studies skills: thinking skills, research and writing skills, interpersonal and group relation skills, sequencing and chronology skills, make and global skills, and graph and image analysis skills.

Foreign Languages/Language Other Than English. Foreign language instruction in New York City is guided by New York State standards and provides students the opportunity to develop communicative competency and a cultural understanding in at least one language other than English. Students in the proposed magnet schools study Spanish and French. Although foreign language instruction is typically offered in New York City schools in high school, heritage language and dual language programs may begin as early as kindergarten. Heritage language programs are enrichment programs provided by schools for students of a particular home

language. A dual language program is an enrichment program in which ELLs of one common language and English proficient students learn together in two languages—English and a target language. Students not only develop new language skills and learn academic subjects in two languages, but they practice and share language and culture with each other, making them bilingual, biliterate, and bicultural.

Instruction in District 30 is designed to meet the two standards set forth in the New York State *Learning Standards for Languages Other Than English* (1996): (1) Students will be able to use a language other than English for communication; and (2) students will develop cross-cultural skills and understandings. At each point in learning a modern language, students in the district engage in listening, speaking, reading, and writing. Teachers integrate into appropriate language learning contexts the previous language learning of students whose home language is other than English. A main focus of foreign language instruction in the district is on communication within a context of learning about other people.

The Arts Core Curriculum. The New York City curriculum for the Arts is designed to address visual arts, music (vocal and instrumental), dance, and theater arts. Since September 2004, the NYC DOE has used the new Blueprint for Teaching and Learning, K-12, to map benchmarks for grades 2, 5, 8 and 12, that designate what students should know citywide and be able to do by the end of each of those grades. The arts curriculum is sequential, following an annual pacing calendar at each grade level. Assessment is an ongoing and integral part of the approach to instruction in the arts. Teachers are encouraged to create rubrics, in collaboration with their students, to establish clear criteria for measuring both teaching and learning.

At the beginning of 2007-08 school year, Mayor Michael R. Bloomberg and Chancellor Joel I. Klein announced *ArtsCount*, a new set of strategies to enhance arts education in New

York City public schools. *ArtsCount* builds upon the *Blueprint for Teaching and Learning in the Arts*, which provide common benchmarks and curriculum goals for dance, music, theater, and visual arts. *ArtsCount* incorporates arts metrics into the Administration's measurement of school performance, establishing first-ever accountability for arts programming and signaling the importance of the arts to a student's overall education.

Magnet Standards: Building on the district's core curriculum, magnet school staff will develop specific magnet standards that indicate what students will know and accomplish as a result of the school's magnet theme. As a result, when parents and/or students select a magnet school they will have a strong sense of what will be expected and what they will accomplish in the magnet program that goes beyond the basic district or state standards. The development of specific magnet standards will be tied directly to the design and implementation of magnet curriculum and will help parents and students to know what is unique about each magnet school. Magnet standards will also be aligned with and integrated into the required state and local content and student achievement standards.

To create magnet standards, teachers will begin by developing performance standards for the exiting grades that reflect the knowledge and skills that are important for students to attain and that are unique to the magnet program, while also supporting the state academic content standards and student academic achievement standards. The magnet standards will reflect the knowledge/content to be learned, the skills the student will need to know and use to create products, the performance or product and how good is good (the rubric that will be used to judge whether the student has attained the standard). The magnet standards will become part of the magnet themes, units and lessons throughout the year. The schools supported by this grant will

develop exit criteria based on their magnet standards. Students will complete projects, display their portfolios or have exhibitions.

Magnet School Themes and School Reform Programs- Filling the Gap in District 30's Instructional Programs. As indicated above, the magnet program will build on NYC standards-based core curricula. However, as stated clearly in the NYCDOE and NYSED audit of the written, tested, and taught curriculum in NYC schools, **teachers do not have the tools they need to provide standards-based instruction in ELA and mathematics to all students at all levels. The audit found that although a number of curriculum maps had been developed, they addressed only content topics – not skills to be mastered, strategies to be utilized, or student outcomes to be attained. The audit went on to say that there is a lack of depth in what is being taught in the classroom, in both ELA and mathematics, compared to what is required by state standards. The magnet program will fill the gap, not only in ELA and mathematics, but in all content areas**.

Creating Themed Curricula. By using Understanding by Design (UbD) templates and other curriculum planning tools, teachers will create themed, inquiry-based units of study that address different learning needs (including the needs of ELLs and students with disabilities), and meet the city and state standards. The first step will be **curriculum mapping** where the curriculum design teams will develop curriculum overview maps for social studies, ELA, science, math and foreign language. Each curriculum map will provide an overview of each unit's overarching goals, concepts, essential questions, content, skills, methods of assessment (including those associated with the magnet standards) and lists of resources. Using this method of purposeful planning, curriculum concepts and skills will be spiraled for deeper student understanding.

Once the curriculum map is developed for each subject, the **units of study will be written**. School and magnet staff will edit the units which will be posted on the district's Magnet website so that all teachers in the magnet schools, as well as parents, can have easy access.

The next step is **infusing the themed units into the school's core curriculum**. A road map will be created to take each unit and determine how to weave the units into the curriculum in a meaningful way. The design team members, guided by each school's magnet resource teachers, will become facilitators in this process. They will work on the development of professional development modules, or workshop lesson plans, for each curriculum component for the entire school staff. In this way, the school's themed curriculum writing initiative will be sustained after the life of the grant. It is expected that each project year, the design teams will develop themed units of study aligned to NYS and NYC standards and magnet standards, are peer reviewed, and that will result in students receiving magnet theme instruction for <u>at least</u> 5 (year 1), 10 (year 2) and 15 (year 3) hours per week. **Detailed descriptions of the magnet school themes are presented below. It must be noted that there will be after school extended learning theme-related activities for students in each magnet school**.

PS 76: Magnet School of Health and Wellness (600 students)

Magnet School Description: The Magnet School of Health and Wellness will ensure that all students understand how to make responsible, healthy choices for the rest of their lives. Through long-term interdisciplinary projects, they will build their knowledge and skills in the areas of health, medicine, wellness and the environment, enabling them to take action on current and future issues within their school and community. Thematic studies across the core content areas will integrate instruction using their weather station, roof-top garden/greenhouse/teaching farm

and science, wellness and technology labs. Standards-based instruction will infuse health and wellness themes in units on topics such as: ▶physical activity for healthy living; ▶the diet/exercise/obesity connection; ▶environmental impacts on health; ▶healthy and unhealthy choices (peer refusal skills); ▶self esteem, making decisions and goal setting; and ▶career choices in theme-related fields. Students at PS 76 will learn through units and activities that merge the content areas in a dynamic learning environment that challenges them to think critically and solve significant problems that will impact upon them throughout their lives. It will empower them to take action on school and community issues.

Magnet Theme Integration Into Core Curriculum: In core classes, students will be engaged in projects that tap their knowledge and skills in math, English language arts, science and social studies to: ▶establish a roof-top garden and greenhouse that will serve as an on-site teaching farm; ▶use computers, SMART Boards and digital cameras for research, interactive instruction and documentation of magnet program products/outcomes; ▶track weather data to understand its impact on plant growth and health; ▶review nutritional values of school lunches and improve their overall quality; ▶use the NYC FITNESSGRAM to monitor results of exercise on personal aerobic endurance, muscular strength and endurance, flexibility and body composition; ▶follow the route that food travels *from seed to plate*; and ▶ involve parents and community members in the PS 76 thematic *Health and Wellness Science Fair*, *Career Day*, *Cookbook*, *Taste Tests*, a *Garden Banquet* and health and wellness newsletter.

Hands-on thematic instruction will incorporate the NYS and NYC standards across the disciplines. Experiences will include project-based learning, cooperative learning, inquiry-based approach, higher-order and critical thinking processes as they measure, chart, predict, graph and classify results and many opportunities to demonstrate what they have learned. Instruction will

be designed to meet the unique needs of students based on their learning styles and abilities.

Collaborations: Students and staff will collaborate with the *CookShop Program*, the core of the Food Bank for NYC's nutrition and health education efforts. Their *CookShop Classroom* in-school curriculum will engage children with healthy food through lessons on plant life cycles, healthy snacks and meals and basic food groups. Additional partnerships will include: ▶Mt. Sinai Hospital of Queens; ▶Cornell University Cooperative Extension; ▶New York Hall of Science; ▶Alley Pond Environmental Center; ▶Queens Botanical Gardens; ▶NYS Department of Agriculture and Markets; ▶NY Junior Tennis League; and ▶AUSSIE technology consultants. Staff will also tap the resources of the National Gardening Association and seek additional funding through their *Youth Garden Grants* and the *Subaru Healthy Sprouts* programs.

Professional Development: The AUSSIE technology consultants will work with PS 76 staff to maximize the use of SMART Boards, digital cameras and computers in interdisciplinary thematic instruction. Through their ongoing sessions, teachers will plan, implement and evaluate their use of technology to ensure that they and their students become skillful, purposeful users of technology. Teachers will also be trained by Schools Attuned to differentiate instruction to address students' varied learning styles. Staff will also have access to the Cooperative Extension *Cornell Nutrition Works Online* for courses such as *Preventing Childhood Obesity: An Ecological Approach*. Food Bank staff will conduct training on implementing their nutrition-education program, including the teachers' guides, big books, activity books and the food and equipment needed for in-class activities. Outside experts from Mt. Sinai Hospital of Queens, Alley Pond Environmental Center and the NY Hall of Science will build teachers' expertise in their respective fields and model lessons and activities on-site or in their facilities.

PS/IS 111:Magnet School of Multimedia, Communication Arts and Journalism

(439 Students)

Magnet Theme Description: Students will use technological tools in all areas of the district's curriculum to gather, process, and present information in *multimedia, communication arts or journalism* formats. Working alongside artists in residence from Lincoln Center Institute for the Arts in Education at Lincoln Center and in the classroom, students will engage with *multimedia* works of art connected to core curriculum. Students will brush on paint creating new colors in the mind's eye and describe these findings as they develop visual literacy. Connecting to the math curriculum, students will dissect a concerto to measure and move to a beat. While researching the recycling process in science, students will collect and reuse materials to make musical instruments and invent their own music. Writing a play about what they imagine the composer of the concerto was thinking at that time in history, students will try on stage characters that link the past to the present. Students in grades 6-8 will gather, write, edit and publish or disseminate information to the global community through an online newspaper or their own radio broadcasts while investigating *journalism.* After film screenings of "Little House on the Prairie", "Follow the Drinking Gourd," "To Kill a Mockingbird," as well as television programs, students will examine civic responsibility and leadership. In hands on science workshops, students will investigate the perception of moving images and make animated movies using state of the art software. Applying the new skills, students will express themselves creatively, improve their ability to use technology, and sharpen their critical and analytical skills.

Integrating Magnet Instruction in the Core Curriculum and Magnet Discrete Classes: The three school wide strands will be woven into core curriculum through interdisciplinary inquiry and Project Based Learning (PBL). The learning outcomes are expressed through *multimedia,*

communication arts or journalism knowledge products. Incorporating persuasive writing into social studies content, students will produce public service announcements, blogs and commercials for their online newspaper and radio show. Meeting the Applied Learning Standards, students will develop the capabilities they need to be productive members of society as well as individuals who apply the knowledge gained in school and elsewhere to analyze problems and propose solutions, to communicate effectively and coordinate action with others, and to use the tools of the information age workplace. Voices In History (VIH) will be one of the resources utilized to explore relevant topics across the curriculum.

Collaborations: Citigroup and Frank Sinatra High School for the Performing Arts sponsor school wide service activities, volunteers and classroom tutors, and events. Artists in residence from Lincoln Center for the Performing Arts/ Lincoln Center Institute for the Arts in Education work in the classroom and provide PD. With Museum of the Moving Image professionals, students will learn about digital/video production and movie making, meet people from this industry and participate in productions and presentations. Students in grades 6-8 will practice radio production skills with Columbia University – WKCR Studio broadcasters. Through collaborations with the NYC Parks Department and the Central Park Zoo, students will learn, as an example, about the history of NYC by recreating how NYC has grown from forests to the current metropolis and presenting what they learn through pod casting, writing short stories, creating blogs, etc.

Professional Development: Lincoln Center for the Performing Arts/ Lincoln Center Institute for the Arts in Education's commitment to ongoing PD represents an important component of the Institute's work for individual partnering schools. The Institute designs yearlong courses that focus on a variety of art forms and engage participants in an exploration of ways to integrate arts-

and-education strategies into classroom. This experiential and contextual study of live works in the performing and visual arts is central to the school's *communication arts* integration.

PS 151: IB/PYP Global Communication and Foreign Language Magnet School

(604 Students)

Magnet Theme Description. The International Baccalaureate Primary Years Programme (IB/PYP), for students aged 3 to 12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. The most significant and distinctive feature of the IB/PYP is the **six transdisciplinary themes:** (*Who We Are, Where We Are In Place and Time, How We Express Ourselves, How the World Works, How We Organize Ourselves and Sharing the Planet*). Emphasis is placed on the ideals of international understanding and responsible citizenship. The PYP curriculum revolves around the concept of learners constructing meaning, and everyone at a PYP school, including the teachers, is a learner. The curriculum is composed of three interrelated and equally important components, each expressed as a question, in keeping with the spirit of inquiry found throughout the PYP: "What do we want to learn?" (a standards based written curriculum known as the Program of Inquiry), "How best will we learn?" (an inquiry-based and differentiation of instruction teachers use to engage students with the written curriculum focusing on "what" students will learn and "how" they will learn) and "How will we know what we have learned?" (a variety of authentic assessments including rubrics, student presentations, portfolios, projects, student self-reflections, interviews, and demonstrations that measure what students are able to do) . The five essential elements—concepts, knowledge, skills, attitudes, action—are incorporated into this framework, so that students are given the opportunity to gain knowledge that is relevant and of global significance, develop an understanding of con-

cepts which allows them to make connections throughout their learning, acquire transdisciplinary and disciplinary skills, develop attitudes that will lead to international-mindedness and take action as a consequence of their learning.

Magnet Theme Integration into the Core Curriculum and Discrete Magnet Classes. Overlaying the IB PYP's instructional method, structured inquiry, onto the district's standards based curriculum, the **six transdisciplinary themes** will provide the framework, scope and sequence of knowledge throughout the PYP years. Students will explore core curriculum through these six themes each year as they grow in understanding of important concepts, acquire essential skills and knowledge, develop particular attitudes and learn to take socially responsible action. Teachers will develop 4 – 6 week cycle integrated units of study that have rubrics for clear expectations and an authentic assessment, a culminating product/performance. As part of the IB/PYP climate, all classrooms display artifacts (student work) showing evidence that students are learning about a country or culture other than their own, and every student studies a foreign language. The school offers a French Dual Language Program (DLP), an enrichment program, where students learn in two languages. They learn to become multi-cultural, bi-lingual, and bi-literate. The goals for students in this program are: to meet or exceed NY State and City standards, develop proficiency in their first language and second languages, attain a higher level of self-esteem, develop an appreciation for cultural diversity. All students will receive the same PYP content-area instruction.

Collaborations. Because of PS 151's unique NYC location, the following institutions and organizations will collaborate to support the magnet theme by providing learning expeditions, school based residencies, and primary source research to enrich students' global understanding: the United Nations, The Museum of the Native American Indian, The African Art Museum, The

Noguchi Museum, The Tenement Museum, The Statue of Liberty, The Ellis Island Museum and Arts Connection. Further, artist residents from LEAP will provide world culture lessons through the arts.

Professional Development. All staff members will be provided with extensive training in networking and telecommunication to integrate technology into IB planners. PS 151 will contract with IBO to provide ongoing professional development to all staff members to ensure implementation of effective and rigorous instruction required for authorization as an IB World School. Teachers will also receive PD from AUSSIE that will support and complement the IB program.

PS 171: The Magnet School of the Arts (648 Students)

Magnet Theme Description: PS 171's innovative *discipline-based arts education* (DBAE) program will offer in-depth experiences and activities in music, dance and visual arts from four perspectives: ▶Production – creating or performing; ▶History – historical and background of artworks; ▶Aesthetics – nature and philosophy of the arts; and ▶*Criticism* – making informed judgments about the arts. This approach will be melded into an interdisciplinary program.

In the *visual arts*, students will produce works of art that explore different subject matter, topics, themes and metaphors. They will use a variety of media and processes, as well as appropriate technologies for creating and exhibiting their work. The *dance* component will equip students to dance in formal and informal contexts and improvise, create and perform dances based on their own movements. They will demonstrate an understanding of choreographic principles, processes and structures and the roles of various participants in dance productions. *Music* experiences will offer students opportunities to compose original music and perform music written by others. They will engage in individual and group performances and participate in various roles and means of creating, performing, recording and producing music.

Magnet Theme Integration into the Core Curriculum and Discrete Magnet Classes: The curriculum and learning experiences for students at PS 171 will be standards-driven, building on the NYS/NYC standards in core content areas and the arts. NYC's *Blueprint for Teaching and Learning in the Arts* identifies *five strands of arts learning*: ▶arts making; ▶literacy in the arts; ▶making connections; ▶community and cultural resources; and ▶career and lifelong learning. The DBAE will be student-centered, using the UbD framework to design challenging learning experiences in core classes and discrete classes. Curriculum developers will factor students' multiple intelligences and learning styles into planning activities that will meet the needs of all students, including ELLs and special education students. Discrete classes will use their existing state-of-the-art music and visual arts rooms. These dedicated rooms clearly demonstrate their commitment to the arts. The magnet program will include the addition of a new studio for their dance program. Teachers licensed in these specific areas and/or experts from partnering organizations will ensure that students participate in high quality, motivating arts classes. The school year will be divided into trimesters so that every child will have the opportunity to participate in the visual arts, dance and music classes. At the same time, a range of thematic experiences will be infused into the core curricula, enabling all students to understand the impact of the arts on all aspects of their education.

Collaborations: The Magnet School of the Arts will partner with *Leap* (Learning through an Expanded Arts Program) to provide a wide range of experiences for students and staff. In addition, they will tap the rich resources available in the borough of Queens, including ▶Queens College's Kupferberg Center for the Visual and Performing Arts, Godwin-Ternbach Museum, QC Art Center and Aaron Copland School of Music; ▶PS 1 Contemporary Art Center; ▶Noguchi Museum; ▶Fisher Landau Center for Art; and ▶Queens Museum of Art.

Professional Development: *Leap* will provide professional development to accompany the programs and residencies selected for implementation at PS 171. Their offerings, which are aligned with the standards in English language arts, math, science and/or social studies, are designed to cultivate students' creativity and improve academic performance. Staff development workshops include: ▶African Culture and Arts; ▶Asian Culture and Arts; ▶Latin American Culture and Arts; ▶Capoeira – music from diverse cultures; ▶Painter's Brush; ▶Dancing Around the World; and ▶Understanding History through Art. *Leap* has teacher's guides, slides, museum guides, lesson plans and classroom activities to accompany their workshops, ensuring that classroom teachers will have the capacity to infuse these thematic units and lessons into instruction across the core classes.

IS 141 : Magnet School for Advanced Mathematics, Technology and Environmental Engineering (997 Students)

Magnet Theme Description: The Magnet School for Advanced Mathematics, Technology, and Environmental Engineering is comprised of three academies (small learning communities) that are designed to ensure that each student is known and supported by a team. Project planners have identified Advanced Mathematics, Technology and Environmental Engineering as a new overarching theme to unify the academies. The magnet program will equip students with the skills necessary to increase their academic achievement. They will work on real-world 21st century issues, such as global warming, pollution, and the need for a green Earth. With enhanced problem-solving and thinking skills, civic commitment and an expanded knowledge base, students will grow up to become responsible citizens of their community and the world. They will have educational opportunities that they would not be exposed to elsewhere, such as advanced ma-

thematics in middle school as well as a hands-on approach to learning about the environment. Thematic projects will include developing a greenhouse and creating a mini-ecosystem.

The IS 141 magnet program will ensure that all students, including traditionally underrepresented women and minorities, are prepared to enter the highly competitive fields of mathematics, engineering and technology. They will have access to Regents Integrated Algebra and Geometry courses normally offered in high school. *Math Forum* and *Renzulli Learning* activities will engage students in higher order thinking processes and enable them to demonstrate understanding of advanced mathematics topics. Analyzing and representing environmental statistics in the *Stock Market Game* will provide insight into real-world applications. Technology resources such as virtual manipulatives, videos and animations will further enhance instruction.

In environmental engineering activities, students will: ▶learn about the impact that pollutants have on local and global levels; ▶use the protocols and methods for collecting and analyzing soil, water, and air for various pollutants; ▶collect daily weather data and understand how it is used by scientists to study changes in the Earth's climate; and ▶create a comprehensive plan on ways to help reduce the impact that humans have on the environment.

Magnet Integration into the Core Curriculum and Discrete Magnet Classes: The magnet theme will be integrated into core subjects and offered in discrete classes. Monthly magnet theme interdisciplinary projects will be implemented in all core subjects. For example, ELA classes will be restructured to incorporate research-based projects and essays, adding fiction/non-fiction works related to the theme. All science classes will include environmental studies and awareness using project-based activities that will build a deeper understanding of local and global issues.

Discrete classes will include: ▶Regents Integrated Algebra (grade 7/8) and Geometry (grade 8); ▶architecture and design; ▶computer graphics; ▶digital filmmaking; and ▶robotics using the *Carnegie Mellon Robotics Educational Program*. Culminating activities and products will include competing in the *LEGO FIRST Robotics* competition, creating documentaries, original films and news programs and producing real-world print publications.

Teachers will utilize varied instructional methods such as collaborative learning, problem-based learning and inquiry, the investigative approach, the Socratic method, discovery learning and simulations. These methods will be used in thematic units and lessons to ensure that the educational needs of their diverse group of learners are met.

Collaborations: As teachers design units, lessons and long-term projects, some of the resources to be used will include the City College of the City University of New York's Department. of Engineering, NASA, EPA, National Societies of Black Engineers and Women Engineers and Engineers Teaching Algebra (ETA), and the Colorado Renewable Energy Society.

Professional Development: The Center for Architecture Foundation and SolarONE will offer training on developing standards-driven thematic curricula that include innovative solutions to real-world issues. At IS 141, ETA engineers will model how to make algebra instruction engaging with hands-on activities that are challenging, fun and relevant.

IS 204: Magnet School for Living Green in a Global Society (755 Students)

Magnet School Description: The Magnet School for Living Green in a Global Society is comprised of three academies (small learning communities) that are designed to ensure that each student is known and supported by a team. Project planners have identified Living Green in a Global Society as a new overarching theme to unify the academies. Students deepen their commitment to one another, their community, and the global society.

The IS 204 magnet theme will focus on: ▶energy conservation; ▶reducing consumption; and ▶sustainability. As students expand their knowledge about energy conservation, they will reduce the use of energy in their daily lives and develop alternative, greener resources. Greater awareness of consumption issues will motivate students to rely less on acquiring consumer goods and more on recycling or reusing the materials that they already have. Encouraging students to understand issues regarding sustainability and how their actions directly impact the biodiversity on our planet tie into both of these concepts.

Students' knowledge will be increased through curricula rooted in thought-provoking inter-disciplinary projects focused on developing solutions and applying them to current and future energy issues. At the same time, instruction in all disciplines will build their skills, ensuring that they will be responsible citizens in the global community equipped to make decisions about the future of energy in real-world contexts.

Magnet Theme Integration into the Core Curriculum: The core curricula will be: ▶fully integrated with the magnet theme; ▶infused with a living green philosophy; and ▶custom-tailored to meet the needs of the diverse student population, including English language learners and special education students. It will be aligned with the NYS and NYC standards to incorporate energy conservation, reduced consumption and sustainability into core classes. Activities rooted in real-world contexts will include: ▶developing a comprehensive recycling program; ▶implementing and sustaining a school garden; ▶testing air, water and soil in the community; ▶investigating the sources of pollution in the East River and Gowanus Canal and writing to local governmental offices; ▶and tracking seasonal data on trends in energy usage. Through their experiences, students will be able to see how all of these themes tie into the ultimate goal of maintaining biodiversity on Earth. The ecosystems of communities and the nation are altered through ac-

tions such as mining for nonrenewable resources, harnessing the power of a river or building wind turbines. Since the impact is often irreversible or overlooked, it is critical for students to understand the issues and be prepared to be active, committed citizens.

Staff will develop, implement, evaluate and revise a living green curriculum with integrated units based on energy conservation, reducing consumption and sustainability. It will be designed to ensure that students meet the NYC Performance Standards for Applied Learning across the discipline areas. Students will be engaged in a range of real-life situations that will require them to use their enhanced critical thinking and problem solving skills.

Collaborations: IS 204 will collaborate with the GLOBE NY Program (Global Learning and Observation to Benefit the Environment) at Queens College, as well as the Queens Center for the Urban Environment. It will involve students and their teachers in world-wide research examining long-term global change through authentic inquiry-based scientific experiences using scientific protocols tailored to different age levels and learning styles. The major focus areas are atmosphere; water; soil; land cover and phenology (seasonal change) around the world. GLOBE scientists studying global change use the student data and share research outcomes. Con Edison, the major New York City energy supplier, is committed to energy efficiency. As partners, the school community will utilize Con Edison Learning Center at Long Island City and participate in the Smart Grid breakthrough project to assist in reducing the carbon footprint at IS 204. Students and staff will also connect with the Green School in NYC – a high school focused on living green and protecting the environment. Students will have the opportunity to continue their environmental studies through grade 12 by applying to and attending this high school.

Professional Development: GLOBE NY will provide intensive training on their protocol areas (atmosphere, soil, seasonal change, hydrology and land cover) leading to official GLOBE certifi-

cation. Teachers will learn to use scientific measurement instruments that meet GLOBE specifications and the World Wide Web to gather, analyze and upload/download project data. They will incorporate the use of project-specific materials and technology into their thematic units. In addition, SolarONE will offer training on developing standards-driven thematic curricula that include innovative solutions to real-world issues.

IS 230: The Magnet School for Civics in the Community (945 Students)

Magnet Theme Description: The Magnet School for Civics in the Community is comprised of three academies (small learning communities) – Business and Finance, Law and Government and Environmental Science – that are designed to ensure that each student is known and supported by a team. Project planners have identified civics as a new overarching theme to unify the academies. The school community will challenge its members to improve the quality of life for all by participating in the civic life of their local and global communities.

IS 230 will offer a comprehensive civic education which will help students acquire and use the skills, knowledge and attitudes that will prepare them to be competent and responsible citizens who: ▶are informed and thoughtful; ▶have an appreciation of history and the fundamental processes of American democracy; ▶have an understanding and awareness of public/community issues; ▶have the ability to obtain information, think critically and enter into dialogue with others with different perspectives; ▶participate in their communities through organizations working to address an array of cultural, social and political interests and beliefs; ▶ act politically to accomplish public purposes; and ▶have moral and civic virtues such as respect and tolerance and belief in the capacity to make a difference. Equipped with their new awareness and capacity, students will identify the needs of their school/community and design and implement projects to meet these needs including, but not limited to, tutoring other students, mentoring, helping the

elderly, cleaning and beautifying neighborhoods and schools and responding to other social and current global issues and concerns. These projects will challenge students to use higher-order cognitive processes and skills – data gathering, critical thinking, and decision-making – as they master civic participation processes and skills, including group interaction, leadership, cooperation, and political influence.

The curricula adapted/developed for use across the academies will be based on the National Standards for Civics and Government and materials from the Center for Civic Education. Their *We the People: The Citizen and the Constitution*, *Project Citizen* and *CIVITAS* curricula will serve as a framework for rigorous instruction in civics and government. The program will offer multimedia lessons that teach students how democratic institutions work while fostering student participation. One of its innovative culminating activities will engage students in simulating a congressional hearing in which they testify before a panel of judges, demonstrating their knowledge/understanding of constitutional principles and their ability to evaluate, take and defend positions on relevant contemporary issues.

Magnet Theme Integration into the Core Curriculum: The academies will integrate the overarching Civics in the Community theme with their business and finance/environmental science/law and government programs by creating interdisciplinary units that merge each academy's focus with the magnet theme. The interdisciplinary thematic units developed will be aligned with the NYS/NYC core curriculum in all major subject areas and the National Standards for Civics and Government. All curricula will be infused with concepts, skills and attitudes needed to deal with current and future local and global issues. Staff will use varied techniques to enhance a deeper understanding of community and civic responsibility. Instructional practices will emphasize the workshop model, which includes a mini lesson, work period and closing.

Students will be exposed to discipline-based education and problem/project-based, constructivist and inquiry-based learning in core subjects. They will learn how to apply their new knowledge and critical thinking skills through student-centered learning experiences. Some experiences will be structured using a modified version of Expeditionary Learning. Students will identify a topic of interest, conduct research, go on expeditions and write/present arguments/develop proposals as a resolution to their issue/problem. Others will engage students in service learning to meet community needs. Partnerships created to establish a commitment to community service will provide students real-world opportunities to become active, productive members of their community. Projects will be in-depth investigations of compelling topics that integrate the teaching of concepts, content and civic skills. The use of differentiated modalities will ensure that instruction will meet the divergent needs of IS 230's diverse population, including ELLs and students in special education.

Collaborations: Partnerships will support the application of the skills students need to be participatory citizens in the world. Project planners have identified these partners to support and sustain the magnet theme: ▶The Center for Civic Education (cross-curricular civics education); ▶Expeditionary Learning (project-based curricula); ▶Teaching Matters, Inc. (training on redesigning instruction to improve student outcomes); ▶Learn and Serve America (service learning); ▶Kids for a Clean Environment (improve the environment); ▶Congressional Youth Leadership (build leadership skills); and ▶ Clearpool Educational Facility (hands-on/real-world experiences through expeditionary learning). In addition, students and staff will connect with local and global businesses, local, city and state politicians and schools around the world.

Professional Development: The Center for Civic Education will provide professional development on implementing their nationally acclaimed programs that include units, lessons, and aligned assessments.

(c)(2)(iv) The Secretary determines the extent to which each magnet school for which funding is sought will carry out a high-quality education program that will encourage greater parental decision-making and involvement.

Each magnet school will support parent decision-making and involvement through a variety of mechanisms. A full-time parent coordinator at each school will play a critical role in facilitating this process. All schools support the activities of the PTA, including monthly PTA meetings, and provide space and time for PTA events. A School Leadership Team (SLT) at each magnet school, with membership by the PTA president and other parents, assesses school needs, develops the annual Comprehensive Educational Plan, and engages in other leadership functions. The magnet schools will solicit input from parents on the School Leadership Team into the process of school review and improvement. Schools will, for example, form a sub-committee of the School Leadership Team and PTA members to engage parents in this process.

At no cost to the project, magnet staff, including the magnet resource specialists at each school, will work with the each school's parent coordinator, School Leadership Team, and parents association, as well as the District 30 Office of Parent Support, to provide information to parents of children in schools in need of improvement (SINI) corrective action schools (CAS) and schools in restructuring that will enable them to make informed choices regarding the important decisions that they are eligible to make. Parent choice will also be supported at no cost to the project by the District 30's superintendent and parent officer and each school's principal.

This support from magnet, school, and district staff will supplement the NYC DOE Public School Choice materials that will be sent to all eligible parents. In addition, the NYC DOE's Office for Family Engagement and Advocacy will provide support to parents throughout the city.

Meetings, workshops and parent conferences will be held to provide parents in all seven schools with complete information about the school themes, curriculum, materials and equipment resources, external programs, and other key features of each school's magnet theme. This will enable parents, including parents of children in the better-achieving schools, to examine carefully the choices available to them in order to make a wise decision about the school that will best meet their child's needs.

In addition, the magnet program, in concert with other school and district resources, will build parent/family capacity by providing information and resources in parenting skills, educational achievement in students, and the opportunity to enhance their own academic/personal development by offering adult continuing education courses, workshops facilitated by community-based organizations and local agencies, preferably in their native language whenever possible. They will also provide technical assistance about systems available that provide information on school performance, such as the School Report Card and the Parent Portal as part of the NYC DOE website.

Magnet staff will encourage parent coordinators, individual parents, principals, teachers, and other school-based staff to draw on the resources of the New York State EPIC Parental Information and Resource Center (PIRC). The PIRC builds school-family partnerships and provides information and resources that support parent participation in their children's academic success. PIRCs concentrate their services on families that are low-income, minority and not proficient in English, have limited resources and knowledge regarding parental rights and responsi-

bilities and student options, and have not worked collaboratively with educators to improve student achievement. In New York City, there are PIRC community advisory committees in the Bronx and Queens. The PIRC parent engagement model focuses on the EPIC Pathways to Parenting program, which offers programs designed to develops parenting skills, advocacy in education, and leadership. Its activities include, for example, workshops, Creating Home School Partnership training, media outreach, and the creation of parent-friendly, informative, and two-way communication mechanisms.

At the beginning of the magnet programs' first year and in the fall of each subsequent year, each school will offer a parent orientation on the overall magnet program, its theme(s), and special instructional or other initiatives. The individual magnet schools will continue existing—and develop new—programs and strategies for enhancing parental decision-making and involvement, at no cost to the project. Schools will offer workshops facilitated by each school's parent coordinator for regular education, special education, and ELL parents on NYS assessments in all targeted subject areas, grade-level promotion and graduation requirements, attendance issues, accessing homework help and test preparation, and other topics. The middle schools will also offer workshops on parenting a young adolescent, and transition and planning workshops for parents whose children are just entering grade 6 or preparing for the transition to high school, including planning for the high school application process.

Project Narrative

Project Narrative-Selection Criteria-Budget and resources-Refer to Federal Notice for content.

Attachment 1:
Title: **NYC D30 2010 MSAP 6--Budget and Resources.doc** Pages: **0** Uploaded File: **C:\unzipped\D30 MSAP FINAL PROPOSAL FILES\D30 MSAP FINAL PROPOSAL FILES\NYC D30 2010 FINAL PROJECT NARRATIVE FILES\NYC D30 2010 MSAP 6--Budget and Resources.doc**

(d) (1) The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget for the project, including the adequacy of the facilities that the applicant plans to use

The District 30 magnet program will be housed in schools whose facilities are adequate and appropriate for conducting all proposed magnet activities and are adequate to function on the level proposed for each magnet school. As indicated below, **each building has sufficient capacity to accommodate additional students from outside the local attendance zone and to accept the numbers of students needed to achieve its desegregation goals.** The utilization percentage of each building and the number of full-size classrooms is as follows: (1) PS 76—58.7% utilization (enrollment of 600, capacity of 1,023), 55 classrooms; (2) PS/IS 111—50.0% utilization (enrollment of 439, capacity of 878), 34 classrooms (3) PS 151—84.5% (enrollment of 604, capacity of 715), 40 classrooms; (4) PS 171—70.4% utilization (enrollment of 648, capacity of 920), 37 classrooms; (5) IS 204—50.9% (enrollment of 755, capacity of 1,483), 60 classrooms; (6) IS 230—76.8% (enrollment of 945, capacity of 1,230), 39 classrooms; (7) IS 141—80.1% (enrollment of 997, capacity of 1,244), 41 classrooms. The location of each building is convenient to public transportation and/or to community, professional, governmental, and/or business resources that the project will use to supplement instruction and provide professional development.

In addition to adequate classroom space, each school site has a gymnasium, a fully-equipped library, lunchroom, and auditorium. The schools also have teachers' rooms, guidance offices, parent rooms, nurses' offices, principals' and assistant principals' offices, general offices, special education resource rooms and computer labs. While all of the schools have a comput-

er room, PS 171, IS 204, and IS 230 have fully equipped art studios and PS 76, IS 230, and IS 141 have science laboratories. All school facilities will be available for use by magnet activities. Both PS 171 and IS 230 are designated as barrier-free schools and PS 76, PS/IS 111, PS 151, IS 204, and IS 141 are partially handicapped accessible.

(d)(2) The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget for the project, including the adequacy of the equipment and supplies that the applicant plans to use

District 30 will use tax-levy funds and other non-MSAP funds on an equal basis with other schools with the same number of students to ensure that the magnet schools have sufficient furniture, equipment, books, computers, and other supplies to carry out all necessary school functions. District 30 fully assures that it will use MSAP funds only for the acquisition of books, materials, and equipment necessary for the conduct of the magnet schools program. The requested equipment and supplies will supplement existing resources and will, along with the districts' existing resources and in-kind contributions, be adequate to meet the proposed goals and to provide all students with a high quality instructional program. **The seven schools' tax levy equipment and supplies budgets total $1,025,140, which will be used to support the magnet project.** The project's line item budget details requested equipment and supplies that are directly related to each school's magnet theme.

(d) (3) The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget for the project, including the adequacy and reasonableness of the budget for the project in relation to the objectives of the project.

The budget for the District 30 project is both adequate and reasonable in relation to the project objectives and activities. An attached line item budget contains further detail. Below is a brief explanation of requested budget items.

a.<u>Personnel</u> Magnet Director (Full-Time): The magnet project director will be responsible for coordinating all aspects of the Magnet Schools Assistance Program. S/he will manage all aspects of the MSAP project. **Magnet Planner (Full Time):** The magnet planner will report directly to the magnet director to ensure coordination of all activities and events related to curriculum development (including curriculum mapping) and professional development. S/he will work in conjunction with the magnet resource specialists, and together they will spearhead the curriculum development and professional development at the magnet schools. **Magnet Recruiter (Full-Time)**: The magnet recruiter will have primary day-to-day responsibility for all outreach and recruitment activities. To support parents, the magnet recruiter will work with each district's parent office and each school's parent coordinator. **Magnet Resource Specialists (Full-Time)**: 14 magnet resource specialists will work on the project, with two in each magnet school. **Project Secretary (Full-Time):** The magnet secretary will provide a full-range of clerical support to the magnet director. S/he will be responsible for all word processing and clerical duties associated with the project. **Hourly Teachers:** Hourly teachers in the seven magnet schools will: (1) teach in extended day programs that enhance the magnet project; (2) develop magnet theme-based curriculum at each school during the school year and in the summer; and (3) participate in in-school staff development during the school year and in the summer. **Substitute Teacher Services**: Substitute teachers will provide released time that will allow magnet classroom teachers to participate in in-school staff development during the regular school year and day.

b. Fringe Benefits Fringe benefit rates for all salaried positions described above are determined by federal, state, and contractual regulations. **c. Travel:** District 30 has requested funding for the magnet director and other key personnel to attend national conferences sponsored by the US Department of Education and Magnet Schools of America.

d. Equipment. Funds are requested for school-based instructional equipment to support the implementation of magnet themes. The attached line item budget contains an itemized list of the requested equipment. **e. Supplies** The attached line item budget contains an itemized list of supplies. **f. Contractual** District 30 has requested funds to support an independent third-party formative and summative evaluation of the project to be conducted by American Education Solutions, Inc. District 30 will also contract with an array of theme content consultants and organizations, e.g. museums and arts institutions. **g. Construction** No funds have been requested.**h. Other Direct Costs** These funds will defray costs associated with postage, printing, outreach and recruitment activities (e.g., television and print advertising), and student admissions to educational activities at collaborating and other community organizations that are directly related to the magnet themes. **Indirect Costs** The New York City Department of Education requires that all districts budget 3.2 percent of the total grant (minus equipment) to cover indirect costs.

In each funded year, the project will serve approximately 4,990 students, as well as approximately 1,500 school supervisors, teachers, and parents. The annual per participant cost of the project will be approximately $584. The budget is reasonable in relation to the number of participants who will be served. Further, the district will be providing over $20,000,000 in yearly in-kind contributions in personnel, equipment and supplies, facilities, office services, and transportation.

Project Narrative

Project Narrative-Selection Criteria-Evaluation plan (10 points)-Refer to Federal Notice for content.

Attachment 1:
Title: **NYC D30 2010 MSAP 7--Evaluation Plan.doc** Pages: **0** Uploaded File: **C:\unzipped\D30 MSAP FINAL PROPOSAL FILES\D30 MSAP FINAL PROPOSAL FILES\NYC D30 2010 FINAL PROJECT NARRATIVE FILES\NYC D30 2010 MSAP 7--Evaluation Plan.doc**

(e) The Secretary determines the extent to which the evaluation plan for the project – (1) Includes methods that are appropriate to the project; (2) Will determine how successful the project is in meeting its intended outcomes ….; and (3) Includes methods that are objective and that will produce data that are quantifiable

This evaluation, spanning the 3 years of this project, will assist school staffs and district personnel to modify and improve project performance and produce information needed by the United States Department of Education to properly evaluate project effectiveness.

Data Collection: This evaluation will draw on a wide variety of data to provide substance and context for both formative and summative reports. Quantitative, extant data (e.g. enrollment information, standardized test results) will be used in conjunction with questionnaire, interview and observation data, as well with qualitative data (e.g. school improvement plans, curriculum materials, professional development records) to ensure a thorough and balanced evaluation.

The contractor will develop a complete set of data collection instruments (including surveys, document requests, and walkthrough, observation and interview protocols) designed to provide sufficient information to address objectives and performance measures and supplement extant data. However, **extant data will be used whenever possible** to lessen the burden on school based and project staff. The data to be collected will include: **Student achievement, demographic, enrollment and other data:** The contractor will collect standardized test score data (e.g., school and grade level reading, mathematics and writing data) needed to address performance measures related to student academic achievement. Enrollment data disaggregated by race/ethnicity collected by the district will indicate the extent to which each school and the project succeeds in meeting desegregation related performance measures including reducing minority group isolation. Applicant pool, student selection and student transfer data will indicate

the extent to which the GPRA applicant pool performance measure was attained and help determine how performance in these areas can be improved.

Document requests: The contractor will request documentation from magnet school teachers and MSAP staff to help determine the quality and extent of MSAP implementation. Examples include: ▸ **descriptions of and dosage** (amount of program delivered) **for** units and courses that present the magnet theme to students; and student recruitment, teacher professional development, parent involvement and planning activities; ▸ **schedules** of school based magnet staff; ▸ **School improvement plans** that include activities related to the implementation of this grant.

Observation and interview data will be collected, during three annual visits to each magnet school, by trained evaluators who have extensive experience as magnet school practitioners. During each visit, the site visitor will conduct a walkthrough, observe lessons and lesson planning, and interview teachers, administrators, students and parents.

Surveys will be administered annually to all magnet school teachers, a sample of magnet school students and a sample of teachers and students at comparison schools. Drawing on its fifteen year history of MSAP and regular rigorous evaluations, American Education Solutions has developed survey items and scales specific to MSAP implementation under the guidance of its survey consultant, Dr. David Silver, a senior researcher at U.C.L.A.'s CRESST Center. *These survey items are directly related to the purposes of the MSAP and the objectives and performance measures of this proposal.* Validated survey items and scales that measure school climate will also be used.

Formative Evaluation and Reporting: The evaluation contractor will aid in the continual improvement of the project through formative evaluation, an examination of implementation that returns information to project, school and district staff to help them improve program perfor-

mance. Formative evaluation includes the study of program fidelity (the degree to which a program is implemented as designed) and reach (the proportion of the target group that participates). Components of fidelity include: ► adherence – the degree to which the program adheres to its goals, plans, activities, timeline; ► dosage – the amount of program delivered; ► quality – the quality of program activities and services; ► responsiveness of participants to program activities; ► program differentiation – unique features when compared to non-magnets.

Formative Evaluation Reporting: Data will be collected, as available, and analyzed and recommendations discussed with the project director and school staff throughout the year.

Six formative evaluation reports will be written by evaluators each school year:

Reduction of Minority Group Isolation (MGI) Report: Demographic and enrollment data will be compared with applicant pool, student selection and other data from the previous school year and with performance measures. By November, discussions related to the attainment or partial attainment of performance measures related to the reduction of MGI will help the district and magnet schools modify recruitment strategies and activities to attain better results.

GPRA Applicant Pool Report: Within 3 weeks of the student selection lottery, applicant pool, student selection and recruitment data will be analyzed and compared with school enrollment data to determine the success of these activities and create remedial plans of action to improve results, if necessary. This report updates and expands the *Reduction of MGI Report*. Measures of fidelity, for both reports, include adherence to the implementation plan, recruitment plans and student selection criteria and procedures; and dosage, the "amount" of recruitment. Quality and responsiveness will be determined by changes in school enrollments, especially for entry grades, and the size and diversity of applicant pools. Differentiation will examine if unique program features were implemented and adequately described to the target audience.

Midyear Formative Update: The midyear report (mid January) will summarize descriptive and quantitative data related to magnet curricula, systemic reforms, parent activities and professional development and report on: adherence (e.g., activities implemented on schedule), dosage (e.g., the amount of time students, teachers and parents are exposed to grant activities such as the magnet curricula and courses, professional development and parent activities), quality (e.g., results of peer review of magnet related units and courses).

Site Visit Reports: Site visits, described above, are opportunities to feed back data related to the development and implementation of the magnet theme. After each of three annual site visits, a report will be written by the site visitor and submitted within ten days. It will summarize the findings of the visit and include recommendations for improvement. Site visitors will discuss recommendations with school and MSAP staff during each site visit.

Summative Evaluation and Reporting: The evaluation contractor will determine the extent to which annual objectives and performance measures are attained. The primary data sources for this evaluation were described above. The evaluation contractor will collect and analyze the data, prepare two annual performance reports and one final report summarizing findings, and discuss the results with district and magnet school staffs. The following section summarizes the project objectives and the means through which evaluators will assess their attainment. (Performance measures are found in the *Quality of Project Services* section of this application.)

Objective (1): Reduction of minority group isolation (MGI) at magnet schools.

Assessment: Class and school enrollment data, disaggregated by race/ethnicity will be used to determine the degree of attainment. This will be supplemented by recruitment, applicant pool, and student selection/transfer data to determine the extent to which the GPRA applicant pool performance measure was attained and help determine how performance can be improved.

Objective 2: Magnet school projects will achieve systemic reforms and provide all students the opportunity to meet challenging State standards.

Assessment: School Improvement Plans will be collected and examined by the evaluators. Observations, walkthroughs, interviews, surveys and analysis of unit plans will determine program fidelity (e.g., adherence to implementation plan and dosage) and reach.

Objective 3: All students, at each magnet school, will receive magnet theme instruction.

Assessment: Teacher and student surveys and interviews, school walkthrough and class observation data, an analysis of planners teachers use for magnet theme units and enrollments in magnet courses will determine the frequency the magnet theme was used in classrooms (dosage), how many students and teachers were involved in these activities (reach), adherence to the implementation plan, and which curricula and materials were created, published and used by teachers. The quality of lessons will be determined by a peer review process and observations by an experienced evaluator using a protocol developed for each magnet school by the evaluator, the principal and the project director. Responsiveness will be determined by improvements in school climate and student test scores. Differentiation, based on walkthrough, interview and classroom observation data will determine if instruction differs from comparison schools.

Objective 4: At each magnet school, AYP proficiency standards will be met for all subgroups.

Assessment: All students are tested in April of each school year. Data is analyzed by the State Education Department, sent to the district and posted on the Web. This data will be presented in the Annual Performance Reports in tabular form, highlighting the AYP targets and how each magnet school – both in aggregate and by subgroups – performed in relation to these targets.

Every school will create magnet standards which will be the foundation for the development of units and lessons, observation protocols used by the evaluators, and rubrics used in the

peer review of lessons. Teachers, principals and magnet staff will develop, by the end of the first project year, the methods that will be used to assess student mastery of magnet curricula based on the each school's standards and will be approved by the project director and evaluator.

Objective 5: Magnet school teachers will receive 30 hours of professional development related to systemic reforms and 30 hours related to magnet theme development and implementation.

How Objectives will be Measured: **(5.1, 5.2)** Magnet staff will collect professional development data including the type of training, the number of hours provided and the number and names of teachers involved. The percentage of teachers applying the training in their classrooms will be determined through survey item analysis, follow-up interviews, walkthroughs and observations.

Objective 6: There will be an increase in parent participation at each magnet school each year.

Assessment: Workshop materials, attendance records and parent interviews will be used to determine parent participation and satisfaction.

Annual Evaluation Schedule: ► Initial meeting with project and district staff (Week 1); ► Refine data collection instruments and plan; refine analysis plan; (Weeks 1-3); Collect data (Throughout year): Enrollment data (Week 5); Site visits including interviews and observations (Weeks 10, 22, 34); applicant pool data (Week 28); Dosage data (ongoing); Surveys administered (Week 34); Survey results reported (Week 38); Documents collected (e.g. units integrated with magnet theme - Week 34); ► Formative evaluation including discussion of recommendations (Weeks 3-40); MGI Report (Week 10); Midyear Formative Update (Week 22); GPRA Formative Report (Week 30); Site Visit Reports (Weeks 12, 24, 36); ► Analyze and process summative data (Weeks 34-36); ► Prepare Annual Performance Report (Weeks 36-37); ► Submit report to school District (Week 38). Week 1 is the week the project begins each year.

Project Narrative

Project Narrative-Selection Criteria-Commitment and capacity (15 points)-Refer to Federal Notice for content.

Attachment 1:
Title: **NYC D30 2010 MSAP 8--Commitment and Capacity final.doc** Pages: **0** Uploaded File: **C:\unzipped\D30 MSAP FINAL PROPOSAL FILES\D30 MSAP FINAL PROPOSAL FILES\NYC D30 2010 FINAL PROJECT NARRATIVE FILES\NYC D30 2010 MSAP 8--Commitment and Capacity final.doc**

(f)(1) The Secretary reviews each application to determine whether the applicant is likely to continue the magnet schools activities after assistance under the regulations is no longer available; (f)(2)(i) The Secretary determines the extent to which the applicant is committed to the magnet schools project

District 30 is fully committed to the magnet schools project. It has received MSAP funding in the past and has continued the magnet school activities after MSAP assistance was no longer available. District 30 administered MSAP projects beginning in 1989. Although District 30 has not received MSAP funding since the 2002 funding cycle, the district has sustained all of these magnet projects at the end of federal funding.

History of Commitment to Desegregation District 30's past desegregation efforts, with and without MSAP funding, underscores the commitment the district has made towards desegregating its schools, which has culminated in this magnet proposal. District 30 has participated in New York City desegregation initiatives that began as early as the 1960s. These initiatives have included New York City's Open Enrollment Program beginning in 1960; rezoning of schools to remedy shifting community demographics; and New York City's Amended Open Enrollment Plan in 1993. The current updated Voluntary Desegregation Plan builds upon these initiatives and comes at a propitious time. The magnet project will benefit from NYC's new structure, which focuses on school level support for improving student academic achievement.

Staff Commitment While all staff in District 30 are committed to the proposed magnet project, a strong cadre of district staff and school administrative and instructional staff will bring to this new magnet project extensive previous magnet experience. The District Superintendent was a former magnet principal. All of the current principals are magnet principals. In addition

they all were principals of other magnet schools in the past and/or magnet teachers in former MSAP projects. Additional district staff, magnet school teachers, and magnet resource specialists will bring to the current project the capacity and commitment they developed through participation in magnet projects in District 30, and other districts across New York City.

District's In-Kind Contribution As demonstrated throughout this proposal, District 30's significant in-kind contribution to the magnet project is a strong indicator of their level of commitment to it. **District 30 will commit over $20,000,000 in yearly in-kind contributions.**

(f)(2)(ii) The Secretary determines the extent to which the applicant has identified other resources to continue support for the magnet school activities when assistance under this program is no longer available.

At the end of magnet funding, District 30 will facilitate the institutionalization of MSAP funded activities through multifaceted funding strategies that involves: aggressive program development and grant-seeking and expanded collaborations with outside partners.

Aggressive Grant-Seeking: District 30 will continue to coordinate grant-seeking efforts with the *CFN Network* staff throughout the funded MSAP project to apply to funders who will both enhance magnet activities during the period of MSAP funding and assume program costs at the end of that period. The following are examples of potential funding sources that will enable the district to continue support for the magnet project. Federal Grants: National Science Foundation; National Endowment of the Arts Learning in the Arts for Children and Youth; National Endowment for the Humanities; National Aeronautical and Space Agency; Safe Schools/Healthy Students; Smaller Learning Communities; Teaching American History; Improving Literacy through School Libraries Program; Teacher Incentive Fund; Transition to Teaching Program;

Voluntary Public School Choice Program; School Leadership Program; School Dropout Prevention Program; Improving the Climate for Learning; and Elementary and Secondary School Counseling. New York State Grants: Title I School-Wide Projects; 21st Century Community Learning Centers Program; Even Start Family Literacy Program; Two-Way Bilingual Education Program; Academic Support Aid Application; Comprehensive School Reform Program; Improving Pupil Performance Grant; Reading First Program; Title IID Technology Grant Program; Title IIB Math Science Partnership Program; Early Reading First; Universal Prekindergarten Program; Extended School Day/School Violence Prevention Program; Special Reading and Academic Performance Program; Title I School Improvement Grant; School Quality Review (SQR) Grants: School Improvement Section; and Bilingual/ESL Supplementary Intervention. Business/Association/Foundation Programs: GE Foundation; New York Life Foundation; Verizon; Prudential; Braitmayer; Siemens Foundation; McGraw Hill Companies; National Grid Foundation; Heckscher Foundation for Children; Deutsche Bank Americas Foundation; AOL Time Warner Foundation; The Coca-Cola Foundation: Educational Programs; J.P. Morgan Chase & Co.; Corning Foundation; Bank of America Foundation; AT&T Foundation; I Have a Dream Foundation; Helena Rubinstein Foundation; New York Foundation

Expanded Collaborations: The district's and schools' establishment of collaborations with parents and community partners will build a strong support system for the magnet schools. The proposed magnet schools maintain active Parents Associations, which enlist the support of parents in implementing special events and school-based fundraisers. District 30 has forged district- and school-level collaborations with such partners as Teachers College, A.U.S.S.I.E., and the City College of the City University of New York. It will collaborate with these and other partners to seek additional funding for magnet activities.

Project Narrative

Project Narrative-Desegregation Plan Information Form-Download form from the program's website and upload form here.

Attachment 1:
Title: **D30 Deseg Plan Documents COMBINED FINAL.pdf** Pages: **0** Uploaded File: **C:\unzipped\D30 MSAP FINAL PROPOSAL FILES\D30 MSAP FINAL PROPOSAL FILES\D30 Deseg Plan Documents COMBINED FINAL.pdf**

IV. DESEGREGATION PLAN INFORMATION FORMS

Type of Desegregation Plan ***(Check One & Attach the Appropriate Documents)***	
☐ A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies. Attach the Following Documents • A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan. • Note: If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice. Any desegregation plan modification should be mailed to: Anna Hinton US Department of Education Office of Innovation & Improvement 400 Maryland Avenue SW, Rm 4W229 Washington, DC 20202-5970	☑ A Voluntary Plan: A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964. Attach the Following Documents • A copy of the plan • A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.

NYC
Department of Education
Joel I. Klein
Chancellor

Student Enrollment
Elizabeth A. Sciabarra
Chief Executive Officer

52 Chambers Street
Room 415
New York, NY 10007

212 374 2363 tel
212 374 5568 fax

April 22, 2010

Dr. Phillip Composto
28-11 Queens Plaza North
Queens, NY 11101

Dear Superintendent Composto:

The Office of Student Enrollment (OSE) has reviewed District 30's updated Voluntary Desegregation Plan for District 30 to support a Magnet Schools Assistance Program application.

The plan includes the following designated magnet schools: PS 76, PS 111, PS 151, PS 171, IS 204, IS 230, and IS 141. The intent of the District 30 plan is to reduce minority group isolation in participating schools through voluntary district enrollment.

Insofar as the plan is an optional program designed to promote a reduction in racial isolation and increase diversity in District 30 elementary and middle schools, this office is approving the plan. Approval is made with the understanding that District 30 and OSE will monitor aspects of the plan to insure the achievement of the desegregation objectives at all participating schools.

Further, you are advised that the availability of student transportation is established by Chancellor's Regulations, as administered by the Office of Pupil Transportation.

If you need further assistance, please contact me at (212) 374-2363.

Sincerely,

Elizabeth Sciabarra
Chief Executive Director
Office of Student Enrollment

THE NEW YORK CITY DEPARTMENT OF EDUCATION
JOEL I. KLEIN, *Chancellor*

OFFICE OF THE COMMUNITY SUPERINTENDENT – DISTRICT 30
Dr. Philip A. Composto, ***Superintendent***
28-11 Queens Plaza North, 3rd Floor
Long Island City, NY 11101
Phone: 718-391-8323 Fax: 718-391-6147

April 20, 2010

Ms. Elizabeth Sciabarra, CEO
Office of Student Enrollment
52 Chambers Street
New York, NY 10007

Dear Ms. Sciabarra:

The following document is being submitted for your approval as required by Chancellor's Regulation A-185. This proposal has my full and complete support.

- Voluntary Desegregation Plan for District 30

I am requesting an expedited review. Magnet Schools Assistance Program applications must be received by the US Department of Education by May 3, 2010.

Thank you for your support of these efforts.

Sincerely,

Philip A. Composto, Ed.D.

Dr. Philip A. Composto
Community Superintendent
Community School District 30

PAC:er:ma
Attachment

Voluntary Desegregation Plan for Community School District 30

Addendum to Local Desegregation Plan

April 2010

Community School District 30 submits the following changes to update its current Voluntary Desegregation Plan. These changes meet the statutory requirements of Title V, Part C of the No Child Left Behind (NCLB) Act (Sections 5301-5311) which authorizes the Magnet Schools Assistance Program.

This updated desegregation plan is submitted to the New York City Department of Education, Office of Student Enrollment.

Under the Updated Desegregation Plan, Community School District 30 will significantly revise seven magnet schools (PS 76, PS 111, PS 151, PS 171, IS 204, IS 230, and IS 141). Dependent on Title V NCLB funding, each magnet school will provide a special curriculum capable of bringing together substantial numbers of students from different social, economic, ethnic, and racial backgrounds.

These magnet schools will encourage the voluntary reduction of minority group isolation in elementary and middle schools with substantial portions of minority students. The course of instruction within each magnet school will substantially strengthen the knowledge of academic subjects and attainment of tangible and marketable vocational, technological and professional skills of students attending these schools. In addition, the magnet schools program at the schools will assist Community School District 30 in the development and design of innovative educational methods and practices. The special curriculum at each school will provide subject matter or a teaching methodology that is not generally offered to students of the same age or grade level in other schools in the district.

In summary, Community School District 30 will significantly revise seven magnet schools for the purpose of encouraging the voluntary reduction of minority group isolation in elementary and middle schools by providing special courses of instruction within each magnet school capable of bringing together substantial numbers of students from different social, economic, ethnic, and racial backgrounds.

ABSTRACT

In 2003, the newly-created Community Education Councils (CECs) were given authority under the Education Law to approve zoning lines, as submitted by Community Superintendents, applicable to schools under their jurisdiction, consistent with Chancellor's Regulations. *This regulation implements that provision of law.*

I. DEFINITION OF ZONED DISTRICT SCHOOL AND ZONING LINE

A zoned district school is a school where eligibility to attend is based solely on residence within a defined geographical area within a district. Zoning lines are the boundaries that define such geographical areas.

II. PROCEDURES FOR OBTAINING APPROVAL OF ZONING LINE CHANGES

A. Community Superintendent Responsibilities

1. Community Superintendents shall be responsible for submitting proposals for new or changed zoning lines to the CECs for approval. (See IIB below).
2. Prior to submitting a proposal for new or changed zoning lines to the CEC, the Community Superintendent shall consult with the Regional Superintendent and the Local Instructional Superintendent, and shall secure approval to proceed from the Office of Student Enrollment Planning and Operations (OSEPO). The Community Superintendent also should consult with appropriate school communities, including the parents of children who will be affected by the proposed change, prior to submitting the proposal to the CEC.
3. When submitting zoning line proposals to OSEPO, Community Superintendents must provide the following information in the manner described in Attachment A of this regulation:
   a. Statement of the proposal's purpose
   b. Schools involved in the proposal
   c. Effective date for initial implementation
   d. Projected date for full implementation (if proposal requires a phase-in period)
   e. Projected numbers of students in each grade to be moved among all affected schools in the first year of implementation

f. Projected grade organizations, projected student registers, building capacity and utilization, and ethnicity of student registers in all affected schools and programs

g. A complete description of all zoning line changes

h. For proposals that will be phased in, a statement of how students will be admitted to the affected schools and programs in each year up to full implementation of the proposed changes, and a statement of any priorities for the selection of students

i. The need for school bus service and public transportation in the first year of implementation

4. Community Superintendents must submit the above information regarding zoning line proposals to OSEPO in writing, in accordance with a timeline published annually by OSEPO.

5. Following approval by OSEPO, the Community Superintendent shall submit the proposed zoning lines in writing to the CEC for approval. Proposals shall be considered submitted to the CEC when the Community Superintendent or his designee delivers the proposed zoning lines in writing to the CEC office or via e-mail to the CEC President.

6. Following approval by the CEC, the Community Superintendent shall forward to OSEPO a copy of the resolution adopted by the CEC. (See IIB3 below).

B. CEC Responsibilities

1. CECs shall be responsible for approving the zoning lines submitted by the Community Superintendent for zoned district schools.

2. For zoned district schools that also serve students through a choice option, CECs shall be responsible for approving only the zoning lines for students who do not attend via the choice option.

3. CECs must vote on zoning lines within 45 days of submission by the Community Superintendent.

4. High schools and, except as specified in IIB2 above, schools and programs housing students from more than one community school district through a choice option are not covered by this Regulation and are not within the jurisdiction of the CECs. The Chancellor is solely responsible for these schools and programs.

III. APPEALS

Parent associations/parent-teacher associations may appeal zoning line decisions made by the Community Education Council to the Chancellor within ten days of the decision. Appeals must be submitted in writing and must state specific grounds for the appeal. Appeals to the Chancellor must be filed c/o Office of Legal Services, 52 Chambers Street, New York, NY 10007.

IV. INQUIRIES AND TECHNICAL ASSISTANCE

A. OSEPO and the School Construction Authority (SCA) shall provide appropriate technical assistance in the preparation of proposals that are submitted in accordance with this regulation.

B. OSEPO shall maintain current maps of district boundary lines and school zoning lines that shall be open to public inspection.

Inquiries pertaining to this regulation should be addressed to:

Telephone	*Office of Student Enrollment Planning and Operations* NYC Department of Education 52 Chambers Street – Room 415 NY, NY 10007	Fax
212-374-5426		212-374-5568

Project Narrative

Project Narrative-Table 1 and 2 Information-LEA-Level Enrollment Data-Download tables from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **NYC D30 MSAP Tables 1-2 District Enrollment Projections.pdf** Pages: **0** Uploaded File: **D:\Documents and Settings\TLevitt\Desktop\D30\NYC D30 MSAP Tables 1-2 District Enrollment Projections.pdf**

OMB-1855-0011- Expiration 05/31/2010

Table 1: Enrollment Data--NYC District 30

Actual Enrollment

(Current School Year—October 1, 2009)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK	0	0.0%	321	27.1%	57	4.8%	572	48.4%	22	1.9%	6	0.5%	205	17.3%	1,183
K	6	0.2%	716	23.6%	131	4.3%	1,690	55.7%	46	1.5%	23	0.8%	423	13.9%	3,035
1	7	0.2%	716	22.2%	171	5.3%	1,762	54.7%	25	0.8%	48	1.5%	490	15.2%	3,219
2	6	0.2%	697	22.4%	169	5.4%	1,771	56.9%	10	0.3%	5	0.2%	455	14.6%	3,113
3	6	0.2%	569	19.0%	184	6.1%	1,680	56.1%	5	0.2%	3	0.1%	550	18.4%	2,997
4	8	0.3%	786	26.6%	213	7.2%	1,384	46.8%	7	0.2%	1	0.0%	561	19.0%	2,960
5	4	0.1%	727	23.7%	277	9.0%	1,638	53.3%	7	0.2%	4	0.1%	414	13.5%	3,071
6	6	0.2%	730	22.7%	260	8.1%	1,761	54.8%	3	0.1%	0	0.0%	456	14.2%	3,216
7	8	0.3%	640	22.3%	266	9.3%	1,543	53.9%	0	0.0%	0	0.0%	408	14.2%	2,865
8	7	0.2%	594	19.8%	298	9.9%	1,681	56.1%	3	0.1%	2	0.1%	414	13.8%	2,999
9															
10															
11															
12															
Total	58	0.2%	6,496	22.7%	2,026	7.1%	15,482	54.0%	128	0.4%	92	0.3%	4,376	15.3%	28,658

Projected Enrollment

(Year 1 of Project—Oct 1, 2010)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK	0	0.0%	321	27.1%	125	10.5%	510	43.0%	22	1.9%	6	0.5%	201	17.0%	1,185
K	0	0.0%	720	23.8%	150	5.0%	1,701	56.3%	22	0.7%	6	0.2%	425	14.1%	3,024
1	6	0.2%	716	23.3%	131	4.3%	1,724	56.2%	46	1.5%	23	0.7%	423	13.8%	3,069
2	7	0.2%	716	22.2%	171	5.3%	1,762	54.7%	25	0.8%	48	1.5%	490	15.2%	3,219
3	6	0.2%	697	22.4%	169	5.4%	1,771	56.9%	10	0.3%	5	0.2%	455	14.6%	3,113
4	6	0.2%	569	19.0%	184	6.1%	1,680	56.1%	5	0.2%	3	0.1%	550	18.4%	2,997
5	8	0.3%	786	26.6%	213	7.2%	1,384	46.8%	7	0.2%	1	0.0%	561	19.0%	2,960
6	4	0.1%	727	23.7%	277	9.0%	1,638	53.3%	7	0.2%	4	0.1%	414	13.5%	3,071
7	6	0.2%	730	22.7%	260	8.1%	1,761	54.8%	3	0.1%	0	0.0%	456	14.2%	3,216
8	8	0.3%	640	22.3%	266	9.3%	1,543	53.9%	0	0.0%	0	0.0%	408	14.2%	2,865
9															
10															
11															
12															
Total	51	0.2%	6622	23.1%	1946	6.8%	15474	53.9%	147	0.5%	96	0.3%	4383	15.3%	28,719

Table 2: Year of Implementation for Existing Magnet Schools included in the Project

School Name	First School Year as a Magnet School
PS 76	1991
PS/IS 111	1991
PS 151	1991
PS171	1991
IS140	1991
IS204	1991
IS230	1991

☐ *Check here if all of the magnet schools included in the program are schools that are implementing a magnet program for the first time.*

Table 1 (Cont't): Enrollment Data-District 30 LEA Level

Projected Enrollment (Year 2 of Project—Oct 1, 2011)															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK	0	0.0%	321	27.1%	125	10.6%	532	44.9%	22	1.9%	6	0.5%	178	15.0%	1,184
K	0	0.0%	685	23.4%	175	6.0%	1,541	52.7%	22	0.8%	6	0.2%	497	17.0%	2,926
1	0	0.0%	720	23.8%	300	9.9%	1,527	50.5%	22	0.7%	6	0.2%	450	14.9%	3,025
2	6	0.2%	716	23.3%	131	4.3%	1,724	56.2%	46	1.5%	23	0.7%	423	13.8%	3,069
3	7	0.2%	716	22.2%	171	5.3%	1,762	54.7%	25	0.8%	48	1.5%	490	15.2%	3,219
4	6	0.2%	697	22.4%	169	5.4%	1,771	56.9%	10	0.3%	5	0.2%	455	14.6%	3,113
5	6	0.2%	569	19.0%	184	6.1%	1,680	56.1%	5	0.2%	3	0.1%	550	18.4%	2,997
6	8	0.3%	786	26.6%	213	7.2%	1,384	46.8%	7	0.2%	1	0.0%	561	19.0%	2,960
7	4	0.1%	727	23.7%	277	9.0%	1,638	53.3%	7	0.2%	4	0.1%	414	13.5%	3,071
8	6	0.2%	730	22.7%	260	8.1%	1,761	54.8%	3	0.1%	0	0.0%	456	14.2%	3,216
9															
10															
11															
12															
Total	43	0.1%	6667	23.2%	2005	7.0%	15320	53.2%	169	0.6%	102	0.4%	4474	15.5%	28,780

Projected Enrollment (Year 3 of Project—Oct 1, 2012)															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK	0	0.0%	321	26.8%	125	10.5%	519	43.4%	22	1.8%	6	0.5%	203	17.0%	1,196
K	0	0.0%	700	22.2%	300	9.5%	1,655	52.4%	22	0.7%	6	0.2%	473	15.0%	3,156
1	0	0.0%	685	22.6%	265	8.7%	1,541	50.8%	22	0.7%	6	0.2%	516	17.0%	3,035
2	0	0.0%	720	23.8%	300	9.9%	1,527	50.5%	22	0.7%	6	0.2%	450	14.9%	3,025
3	6	0.2%	716	23.3%	131	4.3%	1,724	56.2%	46	1.5%	23	0.7%	423	13.8%	3,069
4	7	0.2%	716	22.2%	171	5.3%	1,762	54.7%	25	0.8%	48	1.5%	490	15.2%	3,219
5	6	0.2%	697	22.4%	169	5.4%	1,771	56.9%	10	0.3%	5	0.2%	455	14.6%	3,113
6	6	0.2%	569	19.0%	184	6.1%	1,680	56.1%	5	0.2%	3	0.1%	550	18.4%	2,997
7	8	0.3%	786	26.6%	213	7.2%	1,384	46.8%	7	0.2%	1	0.0%	561	19.0%	2,960
8	4	0.1%	727	23.7%	277	9.0%	1,638	53.3%	7	0.2%	4	0.1%	414	13.5%	3,071
9															
10															
11															
12															
Total	37	0.1%	6637	23.0%	2135	7.4%	15201	52.7%	188	0.7%	108	0.4%	4,535	15.7%	28,841

Table 2 (Con't): Year of Implementation for Existing Magnet Schools included in the Project

School Name	First School Year as a Magnet School

Project Narrative

Project Narrative-Table 3 Information-Magnet Schools Enrollment Data-Download table from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **NYC D30 MSAP Table 3 Magnet School Enrollment Projections.pdf** Pages: **0** Uploaded File: **D:\Documents and Settings\TLevitt\Desktop\D30\NYC D30 MSAP Table 3 Magnet School Enrollment Projections.pdf**

OMB-1855-0011- Expiration 05/31/2010

Table 3: Enrollment Data.-PS 76.

Actual Enrollment
(Current School Year—October 1, 2009)

Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK	0	0.0%	4	7.4%	18	33.3%	29	53.7%	0	0.0%	0	0.0%	3	5.6%	54
K	0	0.0%	5	6.0%	16	19.0%	46	54.8%	0	0.0%	4	4.8%	13	15.5%	84
1	1	1.0%	9	8.9%	26	25.7%	49	48.5%	0	0.0%	4	4.0%	12	11.9%	101
2	0	0.0%	3	3.7%	16	19.5%	47	57.3%	1	1.2%	0	0.0%	15	18.3%	82
3	0	0.0%	5	5.0%	26	25.7%	53	52.5%	0	0.0%	0	0.0%	17	16.8%	101
4	0	0.0%	7	7.8%	30	33.3%	42	46.7%	1	1.1%	0	0.0%	10	11.1%	90
5	1	1.1%	3	3.4%	39	44.3%	40	45.5%	0	0.0%	0	0.0%	5	5.7%	88
6															
7															
8															
9															
10															
11															
12															
Total	2	0.3%	36	6.0%	171	28.5%	306	51.0%	2	0.3%	8	1.3%	75	12.5%	600

Projected Enrollment
(Year 1 of Project—Oct 1, 2010)

Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK	0	0.0%	5	9%	18	32.1%	29	51.8%	0	0.0%	0	0.0%	4	7.1%	56
K	0	0.0%	15	16%	18	19.1%	40	42.6%	0	0.0%	0	0.0%	21	22.3%	94
1	0	0.0%	5	6%	16	18.6%	46	53.5%	0	0.0%	4	4.7%	15	17.4%	86
2	1	1.0%	13	13%	26	25.7%	49	48.5%	0	0.0%	0	0.0%	12	11.9%	101
3	0	0.0%	3	4%	16	19.5%	47	57.3%	1	1.2%	0	0.0%	15	18.3%	82
4	0	0.0%	5	5%	26	25.7%	53	52.5%	0	0.0%	0	0.0%	17	16.8%	101
5	0	0.0%	7	8%	30	33.3%	42	46.7%	1	1.1%	0	0.0%	10	11.1%	90
6															
7															
8															
9															
10															
11															
12															
Total	1	0.2%	53	8.7%	150	24.6%	306	50.2%	2	0.3%	4	0.7%	94	15.4%	610

Table 3 (Cont'd): Enrollment Data-PS 76

Projected Enrollment
(Year 2 of Project—Oct 1, 2011)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK	0	0.0%	6	10%	18	31.0%	29	50.0%	0	0.0%	0	0.0%	5	8.6%	58
K	0	0.0%	15	15%	18	18.2%	41	41.4%	0	0.0%	0	0.0%	25	25.3%	99
1	0	0.0%	15	16%	18	18.9%	40	42.1%	0	0.0%	0	0.0%	22	23.2%	95
2	0	0.0%	5	5%	16	17.4%	49	53.3%	0	0.0%	4	4.3%	18	19.6%	92
3	1	1.0%	13	13%	26	25.7%	49	48.5%	0	0.0%	0	0.0%	12	11.9%	101
4	0	0.0%	3	4%	16	19.5%	47	57.3%	1	1.2%	0	0.0%	15	18.3%	82
5	0	0.0%	5	5%	26	25.7%	53	52.5%	0	0.0%	0	0.0%	17	16.8%	101
6															
7															
8															
9															
10															
11															
12															
Total	1	0.2%	62	9.9%	138	22.0%	308	49.0%	1	0.2%	4	0.6%	114	18.2%	628

Projected Enrollment
(Year 3 of Project—Oct 1, 2012)

Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	Total Students
PK	0	0.0%	6	10%	18	31.0%	29	50.0%	0	0.0%	0	0.0%	5	8.6%	58
K	0	0.0%	9	8%	11	10.3%	56	52.3%	0	0.0%	0	0.0%	31	29.0%	107
1	0	0.0%	16	16%	18	17.5%	41	39.8%	0	0.0%	0	0.0%	28	27.2%	103
2	0	0.0%	15	16%	18	18.9%	40	42.1%	0	0.0%	0	0.0%	22	23.2%	95
3	0	0.0%	5	5%	16	17.4%	49	53.3%	0	0.0%	4	4.3%	18	19.6%	92
4	1	1.0%	13	13%	26	25.7%	49	48.5%	0	0.0%	0	0.0%	12	11.9%	101
5	0	0.0%	3	4%	16	19.5%	47	57.3%	1	1.2%	0	0.0%	15	18.3%	82
6															
7															
8															
9															
10															
11															
12															
Total	1	0.2%	67	10.5%	123	19.3%	311	48.7%	1	0.2%	4	0.6%	131	20.5%	638

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Table 3: Enrollment Data--PS 111

Actual Enrollment (Current School Year—October 1, 2009)															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK	0	0.0%	2	5.6%	18	50.0%	12	33.3%	2	5.6%	0	0.0%	2	5.6%	36
K	0	0.0%	3	7.3%	10	24.4%	23	56.1%	1	2.4%	0	0.0%	4	9.8%	41
1	0	0.0%	1	1.8%	22	38.6%	25	43.9%	1	1.8%	3	5.3%	5	8.8%	57
2	0	0.0%	3	5.1%	17	28.8%	32	54.2%	0	0.0%	0	0.0%	7	11.9%	59
3	**0**	0.0%	3	6.1%	20	40.8%	22	44.9%	1	2.0%	0	0.0%	3	6.1%	49
4	**1**	1.6%	2	3.2%	28	45.2%	30	48.4%	0	0.0%	0	0.0%	1	1.6%	62
5	**0**	0.0%	0	0.0%	19	41.3%	22	47.8%	0	0.0%	1	2.2%	4	8.7%	46
6	**1**	2.9%	1	2.9%	14	41.2%	17	50.0%	0	0.0%	0	0.0%	1	2.9%	34
7	**0**	0.0%	3	8.8%	14	41.2%	16	47.1%	0	0.0%	0	0.0%	1	2.9%	34
8	**0**	0.0%	1	4.8%	6	28.6%	14	66.7%	0	0.0%	0	0.0%	0	0.0%	21
9															
10															
11															
12															
Total	2	0.5%	19	4.3%	168	38.3%	213	48.5%	5	1.1%	4	0.9%	28	6.4%	439

Projected Enrollment (Year 1 of Project—Oct 1, 2010)															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK	0	0.0%	16	42.1%	5	13.2%	12	31.6%	2	5.3%	0	0.0%	3	7.9%	38
K	0	0.0%	2	4.8%	18	42.9%	15	35.7%	2	4.8%	0	0.0%	5	11.9%	42
1	0	0.0%	3	6.5%	10	21.7%	26	56.5%	1	2.2%	0	0.0%	6	13.0%	46
2	0	0.0%	1	1.8%	22	38.6%	25	43.9%	1	1.8%	3	5.3%	5	8.8%	57
3	0	0.0%	3	5.1%	17	28.8%	32	54.2%	0	0.0%	0	0.0%	7	11.9%	59
4	0	0.0%	3	6.1%	20	40.8%	22	44.9%	1	2.0%	0	0.0%	3	6.1%	49
5	1	1.6%	2	3.2%	28	45.2%	30	48.4%	0	0.0%	0	0.0%	1	1.6%	62
6	0	0.0%	0	0.0%	10	19.2%	33	63.5%	0	0.0%	1	1.9%	8	15.4%	52
7	1	2.9%	1	2.9%	14	41.2%	17	50.0%	0	0.0%	0	0.0%	1	2.9%	34
8	0	0.0%	3	8.8%	14	41.2%	16	47.1%	0	0.0%	0	0.0%	1	2.9%	34
9															
10															
11															
12															
Total	2	0.4%	34	7.2%	158	33.4%	228	48.2%	7	1.5%	4	0.8%	40	8.5%	473

Table 3 (Cont't): Enrollment Data-PS 111

Projected Enrollment **(Year 2 of Project—Oct 1, 2011)**															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK	0	0.0%	16	41.0%	5	12.8%	12	30.8%	2	5.1%	0	0.0%	4	10.3%	39
K	0	0.0%	16	36.4%	5	11.4%	15	34.1%	2	4.5%	0	0.0%	6	13.6%	44
1	0	0.0%	2	4.1%	18	36.7%	20	40.8%	2	4.1%	0	0.0%	7	14.3%	49
2	0	0.0%	3	6.5%	10	21.7%	26	56.5%	1	2.2%	0	0.0%	6	13.0%	46
3	0	0.0%	1	1.8%	22	38.6%	25	43.9%	1	1.8%	3	5.3%	5	8.8%	57
4	0	0.0%	3	5.1%	17	28.8%	32	54.2%	0	0.0%	0	0.0%	7	11.9%	59
5	0	0.0%	3	6.1%	20	40.8%	22	44.9%	1	2.0%	0	0.0%	3	6.1%	49
6	1	1.4%	2	2.8%	23	31.9%	39	54.2%	0	0.0%	0	0.0%	7	9.7%	72
7	0	0.0%	0	0.0%	10	19.2%	33	63.5%	0	0.0%	1	1.9%	8	15.4%	52
8	1	3.2%	1	3.2%	11	35.5%	17	54.8%	0	0.0%	0	0.0%	1	3.2%	31
9															
10															
11															
12															
Total	2	0%	47	9.4%	141	28.3%	241	48.4%	9	1.8%	4	0.8%	54	10.8%	498

Projected Enrollment **(Year 3 of Project—Oct 1, 2012)**															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK	0	0.0%	16	40.0%	5	12.5%	12	30.0%	2	5.0%	0	0.0%	5	12.5%	40
K	0	0.0%	16	34.8%	5	10.9%	16	34.8%	2	4.3%	0	0.0%	7	15.2%	46
1	0	0.0%	16	33.3%	5	10.4%	17	35.4%	2	4.2%	0	0.0%	8	16.7%	48
2	0	0.0%	2	4.1%	18	36.7%	20	40.8%	2	4.1%	0	0.0%	7	14.3%	49
3	0	0.0%	3	6.5%	10	21.7%	26	56.5%	1	2.2%	0	0.0%	6	13.0%	46
4	0	0.0%	1	1.8%	22	38.6%	25	43.9%	1	1.8%	3	5.3%	5	8.8%	57
5	0	0.0%	3	5.1%	17	28.8%	32	54.2%	0	0.0%	0	0.0%	7	11.9%	59
6	0	0.0%	3	5.5%	14	25.5%	32	58.2%	1	1.8%	0	0.0%	5	9.1%	55
7	1	1.4%	2	2.8%	23	31.9%	39	54.2%	0	0.0%	0	0.0%	7	9.7%	72
8	0	0.0%	0	0.0%	10	19.2%	33	63.5%	0	0.0%	1	1.9%	8	15.4%	52
9															
10															
11															
12															
Total	1	0.2%	62	11.8%	129	24.6%	252	48.1%	11	2.1%	4	0.8%	65	12.4%	524

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Table 3: Enrollment Data--PS 151

Actual Enrollment (Current School Year—October 1, 2009)															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK	0	0.0%	19	29.7%	3	4.7%	33	51.6%	0	0.0%	1	1.6%	8	12.5%	64
K	0	0.0%	16	16.8%	9	9.5%	58	61.1%	1	1.1%	0	0.0%	11	11.6%	95
1	0	0.0%	19	18.3%	14	13.5%	45	43.3%	1	1.0%	5	4.8%	20	19.2%	104
2	0	0.0%	17	19.3%	13	14.8%	44	50.0%	0	0.0%	1	1.1%	13	14.8%	88
3	0	0.0%	20	19.2%	16	15.4%	44	42.3%	0	0.0%	1	1.0%	23	22.1%	104
4	0	0.0%	12	17.6%	9	13.2%	36	52.9%	0	0.0%	0	0.0%	11	16.2%	68
5	0	0.0%	16	19.8%	15	18.5%	40	49.4%	0	0.0%	1	1.2%	9	11.1%	81
6															
7															
8															
9															
10															
11															
12															
Total	0	0.0%	119	19.7%	79	13.1%	300	49.7%	2	0.3%	9	1.5%	95	15.7%	604

Projected Enrollment (Year 1 of Project—Oct 1, 2010)															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK	0	0.0%	19	27.1%	3	4.3%	35	50.0%	0	0.0%	1	1.4%	12	17.1%	70
K	0	0.0%	24	24.2%	1	1.0%	58	58.6%	0	0.0%	1	1.0%	15	15.2%	99
1	0	0.0%	16	14.5%	9	8.2%	58	52.7%	1	0.9%	0	0.0%	26	23.6%	110
2	0	0.0%	19	18.3%	14	13.5%	45	43.3%	1	1.0%	5	4.8%	20	19.2%	104
3	0	0.0%	17	19.3%	13	14.8%	44	50.0%	0	0.0%	1	1.1%	13	14.8%	88
4	0	0.0%	20	19.2%	16	15.4%	44	42.3%	0	0.0%	1	1.0%	23	22.1%	104
5	0	0.0%	12	17.6%	9	13.2%	36	52.9%	0	0.0%	0	0.0%	11	16.2%	68
6															
7															
8															
9															
10															
11															
12															
Total	0	0.0%	127	19.8%	65	10.1%	320	49.8%	2	0.3%	9	1.4%	120	18.7%	643

Table 3 (Cont't): Enrollment Data-PS 151

Projected Enrollment **(Year 2 of Project—Oct 1, 2011)**															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK	0	0.0%	19	25.7%	3	4.1%	36	48.6%	0	0.0%	0	0.0%	16	21.6%	74
K	0	0.0%	22	21.6%	1	1.0%	62	60.8%	0	0.0%	1	1.0%	16	15.7%	102
1	0	0.0%	24	21.4%	1	0.9%	60	53.6%	0	0.0%	1	0.9%	26	23.2%	112
2	0	0.0%	16	14.5%	9	8.2%	58	52.7%	1	0.9%	0	0.0%	26	23.6%	110
3	0	0.0%	19	18.3%	14	13.5%	45	43.3%	1	1.0%	5	4.8%	20	19.2%	104
4	0	0.0%	17	19.3%	13	14.8%	44	50.0%	0	0.0%	1	1.1%	13	14.8%	88
5	0	0.0%	20	19.2%	16	15.4%	44	42.3%	0	0.0%	1	1.0%	23	22.1%	104
6															
7															
8															
9															
10															
11															
12															
Total	0	0.0%	137	19.7%	57	8.2%	349	50.3%	2	0.3%	9	1.3%	140	20.2%	694

Projected Enrollment **(Year 3 of Project—Oct 1, 2012)**															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK	0	0.0%	19	25.0%	3	3.9%	36	47.4%	0	0.0%	0	0.0%	18	23.7%	76
K	0	0.0%	23	21.9%	5	4.8%	58	55.2%	0	0.0%	0	0.0%	19	18.1%	105
1	0	0.0%	22	18.5%	2	1.7%	62	52.1%	0	0.0%	1	0.8%	32	26.9%	119
2	0	0.0%	24	21.4%	1	0.9%	60	53.6%	0	0.0%	1	0.9%	26	23.2%	112
3	0	0.0%	16	14.8%	9	8.3%	58	53.7%	1	0.9%	0	0.0%	24	22.2%	108
4	0	0.0%	19	18.3%	14	13.5%	45	43.3%	1	1.0%	5	4.8%	20	19.2%	104
5	0	0.0%	17	19.3%	13	14.8%	44	50.0%	0	0.0%	1	1.1%	13	14.8%	88
6															
7															
8															
9															
10															
11															
12															
Total	0	0.0%	140	19.7%	47	6.6%	363	51.0%	2	0.3%	8	1.1%	152	21.3%	712

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Table 3: Enrollment Data--PS 171

Actual Enrollment (Current School Year—October 1, 2009)																Projected Enrollment (Year 1 of Project—Oct 1, 2010)														
Grade Level	Amcrican Indian / Alaskan Native (Number)	Amcrican Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**	**Grade Level**	Amcrican Indian / Alaskan Native (Number)	Amcrican Indian / Alaskan Native (%)	Asian / Pacific Islandcr (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK	**0**	0.0%	19	32.8%	7	12.1%	24	41.4%	0	0.0%	0	0.0%	8	13.8%	58	**PK**	0	0%	15	25.0%	6	9.7%	30	50.0%	0	0.0%	0	0.0%	9	15.3%	59
K	**0**	0.0%	25	26.6%	16	17.0%	45	47.9%	0	0.0%	0	0.0%	8	8.5%	94	**K**	0	0%	26	26.6%	15	15.0%	46	47.9%	0	0.0%	0	0.0%	10	10.3%	97
1	**0**	0.0%	19	19.0%	16	16.0%	58	58.0%	0	0.0%	0	0.0%	7	7.0%	100	**1**	0	0%	24	24.6%	16	17.0%	46	47.9%	0	0.0%	0	0.0%	10	10.4%	96
2	**0**	0.0%	15	17.4%	16	18.6%	45	52.3%	0	0.0%	0	0.0%	10	11.6%	86	**2**	0	0%	19	19.0%	16	16.0%	58	58.0%	0	0.0%	0	0.0%	7	7.0%	100
3	0	0.0%	29	27.1%	14	13.1%	48	44.9%	0	0.0%	0	0.0%	16	15.0%	107	**3**	0	0%	15	17.4%	16	18.6%	45	52.3%	0	0.0%	0	0.0%	10	11.6%	86
4	0	0.0%	24	25.3%	19	20.0%	37	38.9%	0	0.0%	0	0.0%	15	15.8%	95	**4**	0	0%	29	27.1%	14	13.1%	48	44.9%	0	0.0%	0	0.0%	16	15.0%	107
5	1	0.9%	24	22.2%	33	30.6%	46	42.6%	0	0.0%	0	0.0%	4	3.7%	108	**5**	0	0%	24	25.3%	19	20.0%	37	38.9%	0	0.0%	0	0.0%	15	15.8%	95
6																**6**														
7																**7**														
8																**8**														
9																**9**														
10																**10**														
11																**11**														
12																**12**														
Total	1	0.2%	155	23.9%	121	18.7%	303	46.8%	0	0.0%	0	0.0%	68	10.5%	648	**Total**	0	0%	151	23.6%	102	15.9%	310	48.4%	0	0.0%	0	0.0%	77	12.0%	640

Table 3 (Cont't): Enrollment Data-PS 171

Projected Enrollment (Year 2 of Project—Oct 1, 2011)																Projected Enrollment (Year 3 of Project—Oct 1, 2012)														
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**	**Grade Level**	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK	0	0%	16	25.0%	3	4.4%	32	50.0%	0	0.0%	0	0.0%	13	20.6%	63	**PK**	0	0%	17	25.0%	1	2.0%	32	48.8%	0	0.0%	0	0.0%	16	24.2%	66
K	0	0%	29	26.6%	8	7.0%	52	47.9%	0	0.0%	0	0.0%	20	18.5%	108	**K**	0	0%	31	26.6%	3	2.5%	56	48.5%	0	0.0%	0	0.0%	26	22.4%	116
1	0	0%	28	26.6%	16	15.0%	44	42.2%	0	0.0%	0	0.0%	17	16.2%	105	**1**	0	0%	26	23.0%	8	7.0%	54	47.9%	0	0.0%	0	0.0%	25	22.1%	113
2	0	0%	24	24.6%	16	17.0%	46	48.0%	0	0.0%	0	0.0%	10	10.4%	96	**2**	0	0%	28	26.6%	16	15.0%	44	42.2%	0	0.0%	0	0.0%	17	16.2%	105
3	0	0%	19	19.0%	16	16.0%	58	58.0%	0	0.0%	0	0.0%	7	7.0%	100	**3**	0	0%	24	24.6%	16	16.0%	46	47.2%	0	0.0%	0	0.0%	12	12.2%	98
4	0	0%	15	17.4%	16	18.6%	45	52.3%	0	0.0%	0	0.0%	10	11.6%	86	**4**	0	0%	19	19.0%	16	16.0%	58	58.0%	0	0.0%	0	0.0%	7	7.0%	100
5	0	0%	29	27.1%	14	13.1%	48	44.9%	0	0.0%	0	0.0%	16	15.0%	107	**5**	0	0%	15	17.4%	16	18.6%	45	52.3%	0	0.0%	0	0.0%	10	11.6%	86
6																**6**														
7																**7**														
8																**8**														
9																**9**														
10																**10**														
11																**11**														
12																**12**														
Total	0	0.0%	159	23.9%	88	13.3%	325	48.8%	0	0.0%	0	0.0%	93	14.0%	665	**Total**	0	0.0%	159	23.3%	76	11.0%	336	49.1%	0	0.0%	0	0.0%	113	16.5%	684

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Table 3: Enrollment Data--IS 141

Actual Enrollment (Current School Year—October 1, 2009)																Projected Enrollment (Year 1 of Project—Oct 1, 2010)															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**	**Grade Level**	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK																**PK**															
K																**K**															
1																**1**															
2																**2**															
3																**3**															
4																**4**															
5																**5**															
6	0	0.0%	78	23.9%	14	4.3%	138	42.3%	0	0.0%	0	0.0%	96	29.4%	326	**6**	0	0.0%	78	21.6%	35	9.7%	158	43.8%	0	0.0%	0	0.0%	90	24.9%	361
7	1	0.3%	81	25.3%	16	5.0%	126	39.4%	0	0.0%	0	0.0%	96	30.0%	320	**7**	0	0.0%	78	23.6%	14	4.2%	143	43.2%	0	0.0%	0	0.0%	96	29.0%	331
8	1	0.3%	70	19.9%	20	5.7%	157	44.7%	0	0.0%	0	0.0%	103	29.3%	351	**8**	1	0.3%	81	24.8%	16	4.9%	132	40.5%	0	0.0%	0	0.0%	96	29.4%	326
9																**9**															
10																**10**															
11																**11**															
12																**12**															
Total	2	0.2%	229	23.0%	50	5.0%	421	42.2%	0	0.0%	0	0.0%	295	29.6%	997	**Total**	1	0.1%	237	23.3%	65	6.4%	433	42.5%	0	0.0%	0	0.0%	282	27.7%	1018

Table 3 (Cont't): Enrollment Data-IS 141

Projected Enrollment (Year 2 of Project—Oct 1, 2011)															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK															
K															
1															
2															
3															
4															
5															
6	0	0.0%	90	23.8%	35	9.3%	168	44.4%	0	0.0%	0	0.0%	85	22.5%	378
7	0	0.0%	78	21.3%	37	10.1%	161	44.0%	0	0.0%	0	0.0%	90	24.6%	366
8	0	0.0%	78	23.4%	15	4.5%	145	43.4%	0	0.0%	0	0.0%	96	28.7%	334
9															
10															
11															
12															
Total	0	0.0%	246	22.8%	87	8.1%	474	44.0%	0	0.0%	0	0.0%	271	25.1%	1078

Projected Enrollment (Year 3 of Project—Oct 1, 2012)															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK															
K															
1															
2															
3															
4															
5															
6	0	0.0%	100	25.3%	25	6.3%	181	45.7%	0	0.0%	0	0.0%	90	22.7%	396
7	0	0.0%	90	23.1%	37	9.5%	178	45.6%	0	0.0%	0	0.0%	85	21.8%	390
8	0	0.0%	78	20.6%	40	10.6%	171	45.1%	0	0.0%	0	0.0%	90	23.7%	379
9															
10															
11															
12															
Total	0	0.0%	268	23.0%	102	8.8%	530	45.5%	0	0.0%	0	0.0%	265	22.7%	1165

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Table 3: Enrollment Data--IS 204

Actual Enrollment (Current School Year—October 1, 2009)																Projected Enrollment (Year 1 of Project—Oct 1, 2010)															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**	**Grade Level**	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK																**PK**															
K																**K**															
1																**1**															
2																**2**															
3																**3**															
4																**4**															
5																**5**															
6	2	0.8%	69	26.8%	49	19.1%	127	49.4%	0	0.0%	0	0.0%	10	3.9%	257	**6**	2	0.8%	51	18.8%	49	18.0%	149	55.0%	0	0.0%	0	0.0%	20	7.4%	270
7	0	0.0%	49	21.6%	43	18.9%	121	53.3%	0	0.0%	0	0.0%	14	6.2%	227	**7**	2	0.8%	69	26.5%	50	19.1%	127	48.7%	0	0.0%	0	0.0%	13	5.0%	260
8	1	0.4%	35	12.9%	72	26.6%	146	53.9%	0	0.0%	0	0.0%	17	6.3%	271	**8**	0	0.0%	48	20.7%	43	18.4%	123	53.1%	0	0.0%	0	0.0%	18	7.8%	231
9																**9**															
10																**10**															
11																**11**															
12																**12**															
Total	3	0.4%	153	20.3%	164	21.7%	394	52.2%	0	0.0%	0	0.0%	41	5.4%	755	**Total**	4	0.5%	167	22.0%	141	18.5%	398	52.3%	0	0.0%	0	0.0%	51	6.7%	761

Table 3 (Cont't): Enrollment Data-IS 204

Projected Enrollment **(Year 2 of Project—Oct 1, 2011)**															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK															
K															
1															
2															
3															
4															
5															
6	2	0.8%	62	22.0%	32	11.5%	154	55.0%	0	0.0%	0	0.0%	30	10.7%	280
7	2	0.8%	50	18.2%	49	17.6%	149	53.7%	0	0.0%	0	0.0%	27	9.7%	277
8	2	0.6%	69	25.9%	50	18.7%	127	48.0%	0	0.0%	0	0.0%	18	6.8%	265
9															
10															
11															
12															
Total	6	0.7%	181	22.0%	131	15.9%	430	52.3%	0	0.0%	0	0.0%	75	9.1%	822

Projected Enrollment **(Year 3 of Project—Oct 1, 2012)**															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK															
K															
1															
2															
3															
4															
5															
6	2	0.8%	74	26.0%	33	11.5%	141	49.4%	0	0.0%	0	0.0%	35	12.3%	285
7	2	0.8%	62	22.0%	32	11.4%	154	54.3%	0	0.0%	0	0.0%	33	11.7%	283
8	2	0.8%	50	17.8%	49	17.6%	149	53.1%	0	0.0%	0	0.0%	30	10.7%	280
9															
10															
11															
12															
Total	7	0.8%	186	22.0%	114	13.5%	443	52.3%	0	0.0%	0	0.0%	98	11.6%	848

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Table 3: Enrollment Data--IS 230

Actual Enrollment (Current School Year—October 1, 2009)															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK															
K															
1															
2															
3															
4															
5															
6	2	0.7%	120	40.7%	0	0.0%	149	50.5%	0	0.0%	0	0.0%	24	8.1%	295
7	1	0.3%	133	45.9%	4	1.4%	139	47.9%	0	0.0%	0	0.0%	13	4.5%	290
8	0	0.0%	149	41.4%	6	1.7%	179	49.7%	0	0.0%	0	0.0%	26	7.2%	360
9															
10															
11															
12															
Total	3	0.3%	402	42.5%	10	1.1%	467	49.4%	0	0.0%	0	0.0%	63	6.7%	945

Projected Enrollment (Year 1 of Project—Oct 1, 2010)															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK															
K															
1															
2															
3															
4															
5															
6	2	0.6%	90	27.7%	24	7.4%	164	50.5%	0	0.0%	0	0.0%	45	14%	325
7	2	0.7%	110	35.9%	3	1.0%	156	51.0%	0	0.0%	0	0.0%	35	11%	306
8	1	0.3%	133	42.6%	4	1.3%	139	44.6%	0	0.0%	0	0.0%	35	11%	312
9															
10															
11															
12															
Total	5	0.5%	333	35.3%	31	3.3%	459	48.7%	0	0.0%	0	0.0%	115	12.2%	943

Table 3 (Cont't): Enrollment Data-IS 230

Projected Enrollment **(Year 2 of Project—Oct 1, 2011)**																Projected Enrollment **(Year 3 of Project—Oct 1, 2012)**															
Grade Level	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**	**Grade Level**	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
PK																**PK**															
K																**K**															
1																**1**															
2																**2**															
3																**3**															
4																**4**															
5																**5**															
6	0	0.0%	90	28.9%	24	7.7%	164	52.7%	0	0.0%	0	0.0%	33	11%	311	**6**	0	0.0%	90	28.1%	24	7.5%	166	51.9%	0	0.0%	0	0.0%	40	13%	320
7	2	0.6%	90	27.7%	24	7.4%	164	50.5%	0	0.0%	0	0.0%	45	14%	325	**7**	0	0.0%	90	28.7%	24	7.6%	164	52.2%	0	0.0%	0	0.0%	36	11%	314
8	2	0.7%	110	35.9%	3	1.0%	156	51.0%	0	0.0%	0	0.0%	35	11%	306	**8**	2	0.6%	90	27.7%	24	7.4%	164	50.5%	0	0.0%	0	0.0%	45	14%	325
9																**9**															
10																**10**															
11																**11**															
12																**12**															
Total	4	0.4%	290	30.8%	51	5.4%	484	51.4%	0	0.0%	0	0.0%	113	12.0%	942	**Total**	2	0.2%	270	28.2%	72	7.5%	494	51.5%	0	0.0%	0	0.0%	121	12.6%	959

Project Narrative

Project Narrative-Table 5 Information-Feeder School Enrollment Data-Download table from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **NYC D30 MSAP Table 5 Feeder School Enrollment Projections.pdf** Pages: **0** Uploaded File: **D:\Documents and Settings\TLevitt\Desktop\D30\NYC D30 MSAP Table 5 Feeder School Enrollment Projections.pdf**

Table 5: Enrollment Data-Feeder Schools

Schools		Actual Enrollment (Current School Year—October 1, 2009)																Projected Enrollment (Year 1 of Project—Oct 1, 2010)															
			American Indian / Alaskan Naive (Number)	American Indian / Alaskan Naive (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**		American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
Feeder	**Magnet(s)**																														
IS 227	**IS 204,IS 230**		1	0.1%	238	16.1%	224	15.1%	538	36.3%	0	0.0%	0	0.0%	480	32.4%	1481	**IS 227**	1	0.1%	238	16.1%	224	15.1%	550	37.2%	0	0.0%	0	0.0%	467	31.6%	1480
PS 2	**P76,P111,P151,P171**		0	0.0%	141	21.7%	18	2.8%	241	37.0%	2	0.3%	0	0.0%	249	38.2%	651	**PS 2**	0	0.0%	150	22.7%	28	4.2%	245	37.1%	2	0.3%	0	0.0%	236	35.7%	661
PS 70	**P76,P111,P151,P171**		2	0.2%	228	21.4%	23	2.2%	428	40.3%	2	0.2%	2	0.2%	378	35.6%	1063	**PS 70**	2	0.2%	228	21.3%	30	2.8%	440	41.2%	2	0.2%	2	0.2%	365	34.1%	1069
PS 78	**P76,P111,P151,P171**		1	0.4%	39	15.9%	18	7.3%	89	36.3%	11	4.5%	0	0.0%	87	35.5%	245	**PS 78**	1	0.4%	39	15.9%	18	7.3%	95	38.8%	11	4.5%	0	0.0%	81	33.1%	245
PS/IS 84	**P76,P111,P151,P171**		2	0.5%	67	16.2%	10	2.4%	160	38.7%	3	0.7%	1	0.2%	170	41.2%	413	**PS/IS 84**	2	0.5%	77	18.4%	19	4.5%	160	38.2%	3	0.7%	1	0.2%	157	37.5%	419
PS 85	**P76,P111,P151,P171**		3	0.6%	127	24.6%	19	3.7%	174	33.7%	1	0.2%	5	1.0%	187	36.2%	516	**PS 85**	3	0.6%	127	24.1%	22	4.2%	194	36.9%	1	0.2%	5	1.0%	174	33.1%	526
IS 141 (Magnet Feeder)	**IS 204,IS 230**		2	0.2%	229	23.0%	50	5.0%	421	42.2%	0	0.0%	0	0.0%	295	29.6%	997	**IS 141 (M**	1	0.1%	237	23.3%	65	6.4%	433	42.5%	0	0.0%	0	0.0%	282	27.7%	1018

Table 5 (Cont't): Enrollment Data-Feeder Schools

	Projected Enrollment **(Year 2 of Project—Oct 1, 2011)**														
	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
IS 227	1	0.1%	242	16.3%	230	15.5%	554	37.2%	0	0.0%	0	0.0%	454	30.7%	1481
PS 2	0	0.0%	161	24.0%	30	4.5%	255	38.0%	2	0.3%	0	0.0%	223	33.2%	671
PS 70	2	0.2%	228	21.2%	35	3.3%	454	42.2%	2	0.2%	2	0.2%	352	32.7%	1075
PS 78	1	0.4%	39	15.9%	25	10.2%	95	38.6%	11	4.5%	0	0.0%	75	30.5%	246
PS/IS 84	2	0.5%	82	19.3%	21	4.9%	172	40.5%	3	0.7%	1	0.2%	144	33.9%	425
PS 85	3	0.6%	132	25.0%	22	4.1%	212	39.6%	1	0.2%	5	0.9%	161	30.0%	536
IS 141 (M	0	0.0%	246	22.8%	87	8.1%	474	44.0%	0	0.0%	0	0.0%	271	25.1%	1078

	Projected Enrollment **(Year 3 of Project—Oct 1, 2012)**														
	American Indian / Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	Multi-Racial (Number)	Multi-Racial (%)	Unknown (Number)	Unknown (%)	White (Number)	White (%)	**Total Students**
IS 227	1	0.1%	241	16.3%	245	16.5%	555	37.2%	0	0.0%	0	0.0%	441	29.7%	1483
PS 2	0	0.0%	161	23.6%	43	6.3%	265	38.9%	2	0.3%	0	0.0%	210	30.8%	681
PS 70	2	0.2%	228	21.1%	49	4.5%	459	42.5%	2	0.2%	2	0.2%	339	31.4%	1081
PS 78	1	0.4%	39	15.8%	28	11.3%	98	39.7%	11	4.5%	0	0.0%	70	28.3%	247
PS/IS 84	3	0.7%	82	19.0%	31	7.2%	180	41.8%	3	0.7%	1	0.2%	131	30.4%	431
PS 85	3	0.5%	135	25.0%	26	4.8%	228	41.8%	1	0.2%	5	0.9%	148	27.1%	546
IS 141 (Ma	0	0.0%	268	23.0%	102	8.8%	530	45.5%	0	0.0%	0	0.0%	265	22.7%	1165

Project Narrative

Project Narrative-Table 7 and 8 Information-LEA-Level (Converted) Enrollment Data-Download tables from the application package available on the program's website and upload table information here.

Project Narrative

Project Narrative-Table 9 Information-Magnet Schools (Converted) Enrollment Data-Download table from the application package available on the program's website and upload table information here.

Project Narrative

Project Narrative-Table 11 Information-Feeder-(Converted) Enrollment Data-Download table from the application package available on the program's website and upload table information here.

Project Narrative

Project Narrative-Table 13 Information-Selection of Students-Download table from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **District 30 Table 13 MSAP application 4.26.10.doc** Pages: **0** Uploaded File: **C:\unzipped\D30 MSAP FINAL PROPOSAL FILES\D30 MSAP FINAL PROPOSAL FILES\District 30 Table 13 MSAP application 4.26.10.doc**

Table 13: Selection of Students-Competitive Preference 3

Instructions:

For each magnet school included in the project:

- Indicate whether or not academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the same process and use of academic criteria applies to more than one of the magnet schools included in the project, in the "Magnet School(s)" identify all of the schools for which the student selection process applies.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

Magnet School(s): PS 76, PS/IS 111, PS 151, PS 171, IS 141, IS 204, IS 230

Check the appropriate box:

☐ ☐ Academic examination is a criterion in the magnet school student selection process.

☑ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.
The following is a description of how District 30 will select students for the Magnet Schools Assistance Program.

District 30 will use a computer based random selection process to select students for its magnet schools. No academic criteria such as academic examination or grades will be used to screen or select students. In addition, no performance testing or screening will be used to select students.

During the school application period, a parent seeking to enroll his/her child in a magnet school will be asked to rank up to the full number of choices open to students. Efforts will be made to give each parent his/her first choice, but any of the choices will be considered. Parents will be asked to rank their choices solely on interest. Students will not be required to take an academic examination, nor will any results of academic examinations be considered as a requirement for student selection.

If there are more applicants than available seats in a magnet school, students will receive offers based on parent preference in conjunction with a computer based random selection process to fill the available spaces at each grade level at each magnet school. Applicants not placed in their first choice will, to the extent possible, be granted their other choices, i.e., their second, third, fourth or fifth choice. The same lottery process will be conducted to fill seats for second, third, fourth and fifth choices, if necessary.

For the four elementary schools that are attendance zone schools, students residing in the local attendance area of each proposed magnet school will not be required to participate in the lottery, but may simply sign up to enroll.

A Summary of How the Recruitment/Selection Process Will Work

- **An Applicant Pool Database** will be maintained by the district during an extended, three month recruitment and application period. As applications are completed and returned to the District by

families, student information will be entered into the database.

- **Analysis and Review of the Applicant Pool** will occur throughout the recruitment and application period. For the purposes of recruitment only, this analysis will determine whether students with various characteristics related to diversity are underrepresented in the applicant pool. These factors are: race, ethnicity, socioeconomic status, location of residence, special education status, English language.

- **Focused Recruitment of Underrepresented Groups** will be implemented during the recruitment and application period. District and school level recruitment activities will be modified, based on the analysis of the applicant pool, to focus on attracting groups of students who are not represented in the applicant pool in sufficient numbers.

- **Weighting of Students in the Applicant Pool** will be implemented only if it is determined, in consultation with a statistician, that students with various characteristics related to diversity are not represented in the applicant pool in sufficient numbers. If the applicant pool fairly reflects the diversity of the school population of District 30, weighting will not be needed. Weighting may be necessary for some factors, or for none. **However, race and ethnicity will not be used as a weighting factor or a selection factor for the lottery or in the student selection process.**

- **The Lottery:** Students will be selected for each school on a grade by grade basis using a computer lottery program specifically written for this purpose by a programmer experienced in this area. Students will be enrolled on the basis of the "lottery" results – in accordance with the timelines and policies of the New York City Department of Education.

Magnet School(s):

Check the appropriate box:

☐ ☐Academic examination is a criterion in the magnet school student selection process.

☐ ☐Academic examination is <u>not</u> a criterion in the magnet school student selection process.

Describe the student selection process.

Project Narrative

Project Narrative-Table 14 Information-Revised Magnet Schools-Download table from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **D30 MSAP Table 14 .doc** Pages: **0** Uploaded File: **C:\unzipped\D30 MSAP FINAL PROPOSAL FILES\D30 MSAP FINAL PROPOSAL FILES\D30 MSAP Table 14 2010 rev1tag.doc**

Table 14: New or Revised Magnet School Projects-Competitive Preference 4

Instructions:

For each magnet school identified in Tables 1 – 11:

- Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc); and
- Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc.
- If all of the schools participating in the project are new magnet schools, indicate "No Revised Magnet Schools Participating in the Project" in the first "Nature of Revision or Change to the Magnet School" box.
- Use additional sheets, if necessary.

Magnet School: PS 76

Nature of Revision or Change to the Magnet School:
PS 76 was first established as an MSAP funded magnet school in 1991 with a whole school Computers and Communication Arts theme. The school has continued as a magnet school since it was first established. District 30 is proposing to replace its existing magnet program. As currently proposed, PS 76's new theme is Health and Wellness.

Explanation of How or Why the Revision is Significant:
PS 76 is a highly minority group isolated magnet school (87.5% minority) that has been losing its effectiveness to attract students from diverse backgrounds. The school's whole school magnet instructional program (computers and communication arts) will be replaced with a new curriculum centered around health, medicine, wellness and the environment. Thematic studies across the core content areas will integrate instruction using the school's weather station, roof-top garden/greenhouse/teaching farm and science, wellness and technology labs. Hands-on classroom experiences will include project-based learning, cooperative learning, inquiry-based approaches, higher-order and critical thinking processes as students measure, chart, predict, graph and classify results of their experiments and research. As examples, students will track weather data to research its impact on plant growth and health; students will review nutritional values of school lunches and make recommendations to improve their overall quality, etc. Students will use computers, SMART Boards and digital cameras for research, interactive instruction and documentation of magnet program products/outcomes. The expected benefit of the program is to engage students in challenging and rigorous inquiry driven activities that will increase student achievement and prepare students for rigorous coursework in middle school,

high school and beyond. It is also expected that the rigor of the curriculum will attract a more diverse student enrollment and thereby reduce minority group isolation.

Magnet School: PS/IS 111

Nature of Revision or Change to the Magnet School:

PS/IS 111 was first established as an MSAP funded magnet school in 1991 with a whole school Environmental Science and Mathematics theme. It has continued as a magnet school since it was first established. District 30 is proposing to replace its existing magnet program. As currently proposed, PS/IS 111's new theme is Environmental Science and Mathematics.

Explanation of How or Why the Revision is Significant:

PS/IS 111 is a highly minority group isolated magnet school (93.6% minority) that has been losing its effectiveness to attract students from diverse backgrounds. The school's whole school magnet instructional program (environmental science and mathematics) will be replaced with a new curriculum centered around multimedia (the knowledge and use of technological tools available to gather, process and present information), communication arts (the study of human communication in a highly technological society – written and oral communication, electronic media, visual communication arts), and journalism (the work of gathering, writing, editing, and publishing or disseminating information as through newspapers and magazines or by radio and television). The three school-wide themes will be integrated into core subject areas through interdisciplinary inquiry and project-based learning. Students will benefit from unique collaborations as they work alongside artists in residence from Lincoln Center for the Performing Arts/Lincoln Center Institute for the Arts in Education to create artistic representations of their experiences and staff from the Museum of the Moving Image to learn about and create digital/video productions, and the like. Students will also work with Columbia University – WKCR Studios staff who will train students in radio skills and production so they can broadcast their own reporting, commentaries, poetry and interviews. The expected benefit of the program is to engage students in challenging and rigorous inquiry driven activities that will increase student achievement and prepare students for rigorous coursework in high school and beyond. It is also expected that the rigor of the curriculum will attract a more diverse student enrollment and thereby reduce minority group isolation.

Magnet School: PS 151

Nature of Revision or Change to the Magnet School:

PS 151was first established as an MSAP funded magnet school in 1999 with a whole school Law, Government and American Citizenship theme. It has continued as a magnet school since it was first established. District 30 is proposing to replace its existing magnet program. As currently proposed, PS 151's new theme is International Baccalaureate Primary Years Programme (IB/PYP) Global Communications and Foreign Language.

Explanation of How or Why the Revision is Significant:

PS 151 is a highly minority group isolated (84.3% minority), low performing (SINI – corrective action) magnet school that has been losing its effectiveness to attract students from diverse backgrounds. The school's whole school magnet instructional program (law, government and American citizenship) will be replaced with a new IB/PYP curriculum with a special focus on

global communications and foreign language. The most significant and distinctive feature of IB/PYP is the six transdisciplinary themes (Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organize Ourselves and Sharing the Planet. Emphasis is placed on the ideals of international understanding and responsible citizenship. Research has found that an inquiry-based curriculum, the type used in IB programs, leads to students asking deeper questions and thereby deepening their understanding and that meaningful inquiry increases student engagement, and ultimately student achievement. The expected benefit to improving student achievement is that the school will no longer be a school in need of improvement, but rather will be "turned around" and become a high achieving school. As a result, it is expected that the school will be more attractive to a diverse group of students and thereby reduce minority group isolation in the school.

Magnet School: PS 171

Nature of Revision or Change to the Magnet School:

PS 171was first established as an MSAP funded magnet school in 1991 with a whole school Media and Telecommunications theme. It has continued as a magnet school since it was first established. District 30 is proposing to replace its existing magnet program. As currently proposed, PS 171's new theme is the Arts.

Explanation of How or Why the Revision is Significant:

PS 171 is a highly minority group isolated magnet school (89.5% minority) that has been losing its effectiveness to attract students from diverse backgrounds. The school's whole school magnet instructional program (media and telecommunications) will be replaced with a new curriculum centered around the arts the foundation of which is an innovative discipline-based arts education program. Students will be provided with in-depth experiences and activities in music, dance and visual arts from four perspectives: production – creating or performing; history – historical and background of artworks; aesthetics – nature and philosophy of the arts; and criticism – making informed judgments about the arts. This approach will be melded into an interdisciplinary program. In the visual arts, students will produce works of art that explore different subject matter, topics, themes and metaphors. They will use a variety of media and processes, as well as appropriate technologies for creating and exhibiting their work. The dance component will equip students to dance in formal and informal contexts and improvise, create and perform dances based on their own movements. They will demonstrate an understanding of choreographic principles, processes and structures and the roles of various participants in dance productions. Music experiences will offer students opportunities to compose original music and perform music written by others. They will engage in individual and group performances and participate in various roles and means of creating, performing, recording and producing music. The expected benefit of the program is to engage students in challenging and rigorous discipline-based arts activities that will increase student achievement and prepare students for rigorous coursework in high school and beyond. It is also expected that the rigor of the curriculum will attract a more diverse student enrollment and thereby reduce minority group isolation.

Magnet School: IS 141

Nature of Revision or Change to the Magnet School:

IS 141was first established as an MSAP funded magnet school in 1991 with a whole school Humanities theme. It has continued as a magnet school since it was first established. District 30

is proposing to replace its existing magnet program. As currently proposed, PS 141's new theme is Advanced Math, Technology and Environmental Engineering.

Explanation of How or Why the Revision is Significant:
IS 141 is a magnet school with higher proportions of white students where the goal is to attract minority students from highly minority group isolated magnet intermediate schools (IS 204 and IS 230) and to send white students who would ordinarily attend IS 14 to voluntarily enroll at IS 204 and IS 230, both strategies to reduce minority group isolation at these highly minority group isolated magnet intermediate schools. As indicated above, IS 141 was first established as a magnet school in 1991 but it has been losing its effectiveness to attract students from diverse backgrounds. The school's whole school magnet instructional program (humanities) will be replaced with a new curriculum centered around advanced mathematics, technology and environmental engineering. Students will have access to Regents Integrated Algebra and Geometry courses normally offered in high school. Math Forum and Renzulli Learning activities will engage students in higher order thinking processes and enable them to demonstrate understanding of advanced mathematics topics. Analyzing and representing environmental statistics in the Stock Market Game will provide insight into real-world applications. Technology resources such as virtual manipulatives, videos and animations will further enhance instruction. In environmental engineering activities, students will learn about the impact that pollutants have on local and global levels; use the protocols and methods for collecting and analyzing soil, water, and air for various pollutants; collect daily weather data and understand how it is used by scientists to study changes in the earth's climate; and create a comprehensive plan on ways to help reduce the impact that humans have on the environment. The expected benefit of the program is to engage students in challenging and rigorous instructional activities that will increase student achievement. (The school is SINI- restructuring). The expected benefit to improving student achievement is that the school will no longer be a school in need of improvement, but rather will be "turned around" and become a high achieving school.

Magnet School: IS 204

Nature of Revision or Change to the Magnet School:
IS 204 was first established as an MSAP funded magnet school in 1991 with a whole school Computers and Second Language theme. It has continued as a magnet school since it was first established. District 30 is proposing to replace its existing magnet program. As currently proposed, PS 204's new theme is Living Green in a Global Society.

Explanation of How or Why the Revision is Significant:
IS 204 is a highly minority group isolated magnet school (94.6% minority) that has been losing its effectiveness to attract students from diverse backgrounds. The school's whole school magnet instructional program (computers and second language) will be replaced with a new curriculum centered around energy conservation and reducing consumption. Student's knowledge will be increased through curricula rooted in thought-provoking interdisciplinary projects focused on developing solutions and applying them to current and future energy issues. At the same time, instruction in all disciplines will build students' skills, ensuring that they will be responsible citizens in the global community equipped to make decisions about the future of energy in real-world contexts. Activities rooted in real-world contexts will include: developing a comprehensive recycling program; implementing and sustaining a school garden; testing air,

water, and soil in the community; investigating the sources of pollution in the East River and the Gowanus Canal and writing to local governmental offices; and tracking seasonal data on trends in energy use. The school will collaborate with the GLOBE NY Program (Global Learning and Observation to Benefit the Environment) at Queens College, as well as other community agencies. The expected benefit of the program is to engage students in challenging and rigorous inquiry driven activities that will increase student achievement and prepare students for rigorous coursework in high school and beyond. It is also expected that the rigor of the curriculum will attract a more diverse student enrollment and thereby reduce minority group isolation.

Magnet School: IS 230

Nature of Revision or Change to the Magnet School:
IS 230 was first established as an MSAP funded magnet school in 1999 with a whole school Environmental Science and Research through the Arts theme. It has continued as a magnet school since it was first established. District 30 is proposing to replace its existing magnet program. As currently proposed, PS 230's new theme is Civics in the Community.

Explanation of How or Why the Revision is Significant:
IS 230 is a highly minority group isolated magnet school (93.3% minority) that has been losing its effectiveness to attract students from diverse backgrounds. The school's whole school magnet instructional program (environmental science and research through the arts) will be replaced with a new curriculum based on the National Standards for Civics and Government and materials from the Center for Civic Education. Their *We the People: The Citizen and the Constitution, Project Citizen* and *CIVITAS* curricula will serve as a framework for rigorous instruction in civics and government. The program will offer multimedia lessons that teach students how democratic institutions work while fostering student participation. One of its innovative culminating activities will engage students in simulating a congressional hearing in which they testify before a panel of judges, demonstrating their knowledge/understanding of constitutional principles and their ability to evaluate, take and defend positions on relevant contemporary issues. A 2007 study conducted by RMC Research Corporation of *We the People: Project Citizen* students found statistically significant greater gains among participants than comparison students in their knowledge of public policy. *Project Citizen* participants also demonstrated superior writing ability. The expected benefit of the program is to engage students in challenging and rigorous inquiry driven activities that will increase student achievement and prepare students for rigorous coursework in high school and beyond. It is also expected that the rigor of the curriculum will attract a more diverse student enrollment and thereby reduce minority group isolation.

Project Narrative

Project Narrative-Magnet Schools Assistance Program Assurances-Download form from the application package available on the program's website and upload form here.

Attachment 1:
Title: **NYC D30 Assurances and Certifications.pdf** Pages: **0** Uploaded File: **D:\Documents and Settings\TLevitt\Desktop\NYC D30 Assurances and Certifications.pdf**

VI. ASSURANCES AND CERTIFICATIONS

Magnet Schools Assistance Program Assurances

In accordance with section 5305(b)(2) of the ESEA, the applicant hereby assures and certifies that it will—

(A) use grant funds under this part for the purposes specified in section 5301(b);

(B) employ highly qualified teachers in the courses of instruction assisted under this part;

(C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;

(D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;

(E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;

(F) carry out a high-quality education program that will encourage greater parental decision making and involvement; and

(G) give students residing in the local attendance area of the proposed magnet school program an equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

* * * * * * * * * * * *

If the applicant has an approved desegregation plan—

The applicant hereby assures and certifies that it is implementing that desegregation plan as approved.

Signature of Authorized Representative

4/28/10
Date

Project Narrative

Project Narrative-Resumes-Refer to: Instructions for Other Documents and Attachments

Attachment 1:
Title: **D30 Resumes ALL COMBINED FINAL.doc** Pages: **0** Uploaded File: **D:\Documents and Settings\TLevitt\Desktop\D30 Resumes ALL COMBINED FINAL.doc**

PHILIP A COMPOSTO, Ed.D.
135-39 96 Street
Ozone Park, New York 11417
(718) 641-4364

PROFESSIONAL OBJECTIVE: To secure a position in which I may utilize my leadership experience and skill to be able to apply learning theory to specific situations for the betterment of the students and the educational system

EDUCATION:

Graduate

School:	St. John's University, New York
Degree:	Doctorate in Education (Instructional Leadership) 1/02
	Dean's Award for Academic Excellence
School:	Queens College, New York
Degree:	Master of Science in Special Education 6/80
Degree:	Professional Diploma, School Administration 6/83
School:	Harvard Graduate School of Education, The Principal's Center
Program:	Leadership: An Evolving Vision 7/01

Undergraduate

School:	Queens College, New York
Degree:	Bachelor of Arts 2/78
Major:	Elementary Education
2nd Major:	Communication Arts and Science
Honors	Graduated Cum Laude, Dean's List

WORK

6/07-Present	Community Superintendent District 30
6/07-9/09	Senior Achievement Facilitator
7/03-6/2007	Local Instructional Superintendent Region 4 Community Superintendent District 30
9/00-Present	Adjunct Professor at St. John's University Methods & Strategies for Teaching Regular and Special Needs Middle School Students Graduate Class
9/03-9/04	Mercy College – Administrative & Supervision techniques graduate course
9/02-9/03	College of St. Rose Strategies and Teaching for Special Ed Youngsters graduate course
11/02-6/03	Administrative Assistant Superintendent – CSD 30
6/91-11/02	Principal, I.S. 204, Bd. Of Ed., NYC
1/00-6/03	The Chancellor's Distinguished Faculty Spring '02-
Spring Present 2002	Course Instructor, St. John's University, Methods

	and Strategies For Teaching Regular and Special Needs Middle School Students
Fall 2002	Course Instructor, Mercy College, Professional School Administration & Supervision
Fall 2002	Course Instructor, St. Rose College-Children and Youth with Emotional and Behavioral Disorders
10/84-5/86	Teacher Trainer, Queens Regional Office, Board of Education, NYC
2/83-5/87	Course Instructor, Afterschool Workshop for Newly Appointed Special Education Teachers, Board of Education, NYC
10/82-10/84	P.S. 124-H.C. Program, Board of Education, NYC
9/81-10/82	P.S. 183Q-N.I.E.H. Program, Board of Education, NYC
9/80-9/81	P.S. 377K-E.H. Program, Board of Education, NYC
9/78-9/80	P.S. 15M-N.I.E.H. Program Board of Education, NYC
9/77-9/78	P.S. 20Q-Common Branch Teacher Board of Education, NYC
Summer1992	President Principal Middle School District 30
Summer 1991	Assistant Principal, P.S. 233Q Board of Education, NYC
Summer 1989-1990	Principal, P.S. 233Q Board of Education, NYC
Summer1988	Principal, P.S. 811Q, Board of Education, NYC
Summer1987	Assistant Principal, P.S. 811Q
Summer 1985-1986	Board of Education, NYC Educational Evaluator Board of Education, NYC
Summer 1984	Assistant Principal, NY Childhood Center Special Ed Preschool
Summer 1983	Teacher, Big Apple Games Board of Education, NYC
Summer 1982	Development Specialist Bernard Fineson Develop. Center, NY
9/84-Present	CCD Teacher, St. Mary Gate of Heaven Church

MEMBERSHIP

Queens College Advisory Committee 9/04-Present
Phil Delta Kapa, St. John's Chapter-Member
New York Academy of Public Education-Member
Middle School Principals Association-Past Officer
NASSP (National Association of Secondary School Principals)-Member

Community Leadership (Knights of Columbus,
Council 12675)-Member

AWARDS

Community Education Council (C.E.C.)-District 30 Certificate of Achievement: Outstanding Leader and Citizen Award-May 2006
Award of Merit, Office of Religious Education
Dioc. Of Brooklyn, 2002, 1996, 1991
Leader in Education Award-
Catholic Teachers Association, 2001
Ross M. Burkhardt Middle Level Educator Award-NYS
Middle School Association, 2000
Greater New York Boy Scout Council Award 1997
CSA-Effective Leadership-Effective School Award 1993
Award of Merit-Federation of Parents Club, Queens, NY 1992
Chapter I Recognition Award, 1990-1994
Educator of the Year, Queens, 1990
Performance 1987, Board of Education., NYC
Effective instructional Techniques for Changing Student
Outstanding Special Educator, Queens 1983-1984 CEC

PROFESSIONAL DEVELOPMENT

Schools That Learn with Peter Senge, June 30-July 2, 2003
Balanced Math Professional Learning, July 7-11, 2003
Balanced Literacy Professional Learning, TC, July 14-18, 2003
RAMPUP, July 28-31, 2003
America Choice, October 2003
Executive Leadership Academy for Aspiring Superintendents, 5/02

CERTIFICATES

Certified as a Mentor and Coach for the NASSP, 5/02
Certified as an Assessor for the NASSP, 11/01
New York State Certified, Supervision and Administration 9/88
New York State Certified, School District Administrator 9/83
New York State Certified, Special Education 9/80
New York State Certified, Nurs., Kdg. And Grades 1-6 2/90
New York City License for Principal, High School 7/89
New York City License for Principal, Junior high School 7/89
New York City License for Principal, Elementary Schools 12/87
New York City License for Assistant Principal of
Elementary, IS JHS 3/86
New York City License for Principal-Special Education 4/89
New York City License for Supervisor of Special Education 2/86
New York City License for Educational Administrator-
Special Education 5/89
New York City License for Teacher of Emotionally
Handicapped 7/81
New York City License for Teacher of Health Conservation 8/82

Magnet Project Director: 1.0, 100% FTE Qualifications: The qualifications for the magnet director have been established to ensure that the successful applicant possesses the commitment, knowledge, experience, and interpersonal skills needed to provide strong and effective leadership to the project. The position will be filled in accordance with the regulations of the New York City Department of Education. Following the notification of an MSAP award, a magnet director will be selected. District 30 is fortunate to have a pool of qualified applicants, including current and former magnet principals and former magnet directors. Applicants for the position will be given consideration based upon the district policy of non-discrimination based on race, religion, color, national origin, sex, age, or disability. Consideration for employment will also be based on the district's policy of affirmative action. **The candidate selected for magnet director will have the following qualifications:** (1) Advanced degree in education; (2) State certification as School Administrator; (3) At least 3 years of experience in grants administration; (4) At least 2 years of experience as a school principal or related position, preferably as a principal of a magnet school; (5) At least 3 years of experience as a district level supervisor or administrator, preferably as a magnet program supervisor; (6) At least 5 years experience in curriculum development; (7) At least 5 years experience as a staff developer/teacher trainer; (8) Experience in and knowledge of system reform models and innovative programs; (9) Knowledge of UbD and Differentiated Instruction strategies; (10) Experience and knowledge related to working with parents of different races, ethnic, social and economic backgrounds; (11) knowledge of NYS Learning Standards, NYC Performance Standards; *Children First* and *No Child Left Behind Act*; (12) Experience working with community-based organizations, cultural institutions, agencies and other groups in initiatives related to systemic reform and innovative educational methods and practices; (13) Demonstrated leadership in the development of programs and courses of

instruction that substantially strengthen students' knowledge of academic subjects and marketable vocational skills; (14) Demonstrated abilities in areas associated with effective leadership; and (15) excellent interpersonal skills.

Duties and Responsibilities: The magnet project director will be responsible for coordinating all aspects of the Magnet Schools Assistance Program, reporting directly to the district superintendent. S/he will: (1) manage all aspects of the MSAP project; (2) supervise the magnet recruiter; (3) coordinate the activities of the magnet resource specialists assigned to each ensure the continual focus of the magnet project's activities onschool; (4) promoting desegregation in accordance with the district's desegregation plan; assist each magnet school's principal and School Leadership Team in(5) implementing—aligned with New York State and New York City Learning and Performance Standards—their magnet school program, including: desegregation strategies, schoolwide reform models, middle school restructuring initiatives, development and implementation of innovative theme-based curriculum and related instructional practices, professional development, and adaptation of instruction (6) work closely with District 30's parent supportto special student needs; teams and each magnet school's parent coordinator on student recruitment and information outreach to ensure informed parental decision-making related to all aspects of the MSAP; (7) work closely with the *CFN Network* staff to manage all project-related fiscal and budget issues; (8) coordinate the implementation of the project's evaluation plan with the project evaluation keep allcontractor, and monitor the collection of all necessary data; (9) work closelyproject records with the assistance of the magnet secretary; (10) with the NYC DOE's Office of Student Enrollment to evaluate the effectiveness of the interdistrict desegregation plan and make revisions/changes as needed; and coordinate with

other NYC and district support staff to supplement(11) project funds and to continue funding of the project at the end of the period of federal funding.

Magnet Planner: 1.0 100% FTE Qualifications. The magnet planner will report directly to the magnet director to ensure coordination of all activities and events related to curriculum development (including curriculum mapping) and professional development. S/he will work in conjunction with the magnet resource specialists, and together they will spearhead the curriculum development and professional development at the magnet schools. The magnet planner will work with each school's magnet resource specialists, School Leadership Team (SLTs), the Curriculum Design Team (CDTs), and parent coordinators. **The magnet planner qualifications include:** (1) An advanced degree in education; (2) State certification as a School Administrator; (3) At least 5 years experience as a staff developer/trainer; (4) At least 5 years experience as a teacher working with students and families from diverse backgrounds; (5) At least 5 years experience in curriculum development and implementation; (6) Demonstrated skills in providing differentiated professional development; (7) Knowledge of UbD and Differentiated Instruction; (8) Knowledgeable about New York State Learning Standards, NYC Performance Standards, *Children First*, and *NCLB*; (9) Demonstrated ability to work collaboratively with school staff; and (10) Excellent interpersonal skills.

Magnet Recruiter: **1.0. 100% FTE Qualifications:** The magnet recruiter will be required to: have a Bachelor's degree; experience in media and public relations; strong organizational skills; experience working with parents and parent groups from different racial, ethnic, cultural, and economic backgrounds; willingness to work on a flexible schedule that will include evening and Saturday meetings/activities; strong oral and written communication skills, including, if possible, the ability to speak and write in Spanish, Chinese, or other languages of parents in District 30; knowledge of computers including maintaining databases and using spreadsheet, word processing and desktop publishing applications; and familiarity with the operations of the districts and schools in New York City.

Responsibilities: The magnet recruiter will have primary day-to-day responsibility for all outreach and recruitment activities. To support parents, the magnet recruiter will work with the district's parent office and each school's parent coordinator to inform parents about the magnet schools and the availability of all their choices. The magnet recruiter will: (1) work collaboratively with the magnet director, the district's parent office, and each school's parent coordinator, School Leadership Team, Parents Association, and other parent groups; (2) develop and coordinate a comprehensive community-focused outreach program for each school; (3) develop, in conjunction with each school's School Leadership Team, a recruitment/advertisement plan, which will include, in multiple languages, brochures, videos/CDs, flyers, press releases, and radio and television public service announcements; (4) inform parents, community members, and community agencies about the magnet programs at the different schools; (5) attend district and citywide parent meetings; and (6) participate in annual School Fairs and other school-community activities, and coordinate presentations related to the magnet schools.

American Education Solutions

American Education Solutions, Inc.
3 Croton Point Avenue
Croton on Hudson, New York 10520
(914) 271-5063
usgrants@mindspring.com

Evaluation Experience

American Education Solutions, Inc. (AES) is a New York based consulting firm, which provides proposal development, program planning, and evaluation services to school districts throughout the United States. AES has more than 25 years experience evaluating US Department of Education and State grants, including the Magnet Schools Assistance Program, Voluntary Public School Choice, Smaller Learning Communities, Teaching American History, 21st Century Community Learning Centers, the Title VII Foreign Language Assistance Program, Title IID Technology Program, Advanced Placement Incentive Program, Two-Way Bilingual Program, Title IIB Math-Science Partnership Program, Even Start, and the like.

American Education Solutions has extensive experience in evaluating MSAP projects. **For the past 15 years, AES has evaluated forty-one Magnet Schools Assistance Program grants.** In addition, the AES team was awarded six rigorous MSAP evaluations during the 2004 – 2007 grant cycle and partnered with the Education Alliance at Brown University and the SERVE Center at the University of North Carolina on three other rigorous MSAP evaluations during the 2007 – 2010 grant cycle. The company's principal officers, David Kikoler and Elaine Rosales, supervise all MSAP evaluations and evaluation team members, including a distinguished site visit team that includes: Dr. Gladys Pack, Dr. Donna Elam, Dr. June Levy, Ms. Joanne Smith, Ms. Diane Creekmore, Ms. Janice Sherrill, and Mr. Edward Linehan. All have been teachers and administrators and have many years of magnet school experience both as practitioners and evaluators. One was a deputy superintendent responsible for the supervision of all district magnet schools, four were magnet school program directors, and one was an Equity Assistance Center director.

Analytical work on many projects is supervised by Dr. David Silver. Dr. Silver is a Senior Researcher at the National Center for Research and Evaluation, Standards, and Student Testing (CRESST). Dr. Silver has been the lead statistician for a wide variety of academic studies and federal program evaluations. He is the lead author on a recent report and policy brief: "What Factors Predict High School Graduation in the Los Angeles Unified School District?" Dr. Silver's work in the field of equity also includes the design of an Equity Indicator System and reports for the University of California ACCORD program studying access to the University of California. Further, Dr. Silver was a member of the Harvard Project on School Desegregation, which authored the book *Dismantling Desegregation: The Quiet Reversal of Brown V. Board of Education*, with Gary Orfield.

American Education Solutions, Inc.'s Client List

AES currently provides program planning/development, proposal writing and/or evaluation services for school districts in New York City, New York State, Massachusetts, Connecticut, Florida, North Carolina, Arkansas, Oklahoma, Tennessee and California. The current AES client base includes Community School Districts 13, 14, 15, 16, 17, 18, 20, 22, 23 and 32 in New York City; the Consortium of Community School Districts 20, 21 and 31 in New York City, the Consortium of Districts 25 and 28 in New York City; the New York City Department of Education; Yonkers, New York; Winston-Salem, North Carolina; Guilford County, North Carolina; Jonesboro, Arkansas; Tulsa, Oklahoma; Pinellas County, Florida; Duval County, Florida; Palm Beach, Florida; New Haven, Connecticut; Long Beach, California; and Springfield, Massachusetts.

MARY CAROLE SCHAFENBERG

(b)(6)

OBJECTIVE:

To apply skills in School/District Administration and Supervision to an assignment as an Administrator.

PROFESSIONAL EXPERIENCE:

1970–Present **BOARD OF EDUCATION OF THE CITY OF NEW YORK**
Brooklyn, New York

Fall, 1994–Present (2005) **P.S. 151Q, Woodside, New York**
Assistant Principal
Responsible for supervision of grade 3-5 (population 650 students), all programming, scheduling and student health concerns. Manage the school budget and school bank account. Administer parent involvement program and the School Volunteer Program. Supervise all school special events including Career Day and the School Science Fair. Manage the food program and supervise staff assigned lunch duty. Member of all pertinent school committees including Pupil Personnel, Chapter One Parent Advisory, School Council, and the School Leadership Committee. Also responsible for school testing programs and for managing the school calendar of important events/dates.

Fall, 1991–1994 **BOARD OF EDUCATION OF THE CITY OF NEW YORK**
(Central Headquarters)
Brooklyn, New York
Chancellor's Monitor, Office of Monitoring and School Improvement
Chancellor's Monitor for reimbursable and bilingual programs. Provide technical assistance regarding implementation of funded programs.

Fall, 1990–1991 **BOARD OF EDUCATION OF THE CITY OF NEW YORK**
(Central Headquarters)
Brooklyn, New York
Unit Administrator, Chancellor's Office of Monitoring and School Improvement
Assist in coordinating, reviewing and analyzing specific audits requested by the Chancellor.

Spring, 1990 **JUNIOR HIGH SCHOOL 57, Brooklyn, New York**
Co-Administrator/Staff Developer
Assisted in the administration of Junior High School 57 (SURR school).

- Provided staff development to 16 T.P.D. teachers.

1988–1990 **COMMUNITY SCHOOL DISTRICT 16, Brooklyn, New York**
CSIP/SURR Facilitator
Developed and implemented workshops in SBM/SDM for district staff. Facilitated the CSIP process to all district SURR schools.

Summer, 1989 **COMMUNITY SCHOOL DISTRICT 16, Brooklyn New York**
Assistant to the Director of Funded Programs
Developed and delivered narratives for district's funded programs.

- Assisted with budgets, allocations, program development and personnel placement for all funded programs.

1985–1988 **OFFICE OF COMPREHENSIVE SCHOOL IMPROVEMENT AND PLANNING (New York City Board of Education Central Hdqtrs.)**
Brooklyn, New York
Facilitator
Responsible for introducing and disseminating information on the research and Correlates of Effective Schools. Assisted the school in the formation of a comprehensive school improvement committee that represented the constituencies in the school-community. Provided training for committees on group processes, decision-making skills, the CSIP planning steps.

1983–1985 **PUBLIC SCHOOL 181, Brooklyn, New York**
Cluster Teacher of Art–Grades K–5

1982–1983 **PUBLIC SCHOOL 181, Brooklyn, New York**
Acting Interim Assistant Principal–Grade 4
Supervised grade 4 teachers in all aspects of education. Administered school bus transportation program. Coordinated and scheduled preparation periods. Managed the school budget, ordering and purchasing of school supplies and equipment.

1980–1983 **PUBLIC SCHOOL 181, Brooklyn, New York**
Administrative Assistant
Assisted with all areas of school administration. Prepared and completed State and District reports and surveys. Coordinated school textbook and material inventories and purchasing. Developed in-service training program for teachers in art education. Planned and assisted with school budgets. Developed school cluster/preparation period schedule. Administered standardized reading and math tests. Coordinated School Nutrition Council. Prepared and produced the school newsletter. Liaison to the Parent-Teacher Association.

1979–1980 **PUBLIC SCHOOL 181, Brooklyn, New York**
Administrative Intern
Developed extensive experience in all facets of school administration, finance, supervision and management.

1977–1980 **PUBLIC SCHOOL 181, Brooklyn, New York**
Teacher of Art Education
Acted as liaison between School and Cultural Institution. Provided effective art workshops for teachers. Prepared a schoolwide Art Fair. Supervised the student lunchroom. Provided Gifted and Talented Arts Enrichment Program as well as an Art Education for Black, Puerto Rican Studies Program.

1970–1977 **PUBLIC SCHOOL 181, Brooklyn, New York**
Teacher, Grades 2–5

CERTIFICATIONS and LICENSES:

New York City:
Principal, D.E.S.
Assistant Principal, D.E.S./I.S./J.H.S.
Education Administrator, Staff Development and Training
Instructional Specialist Levels II, III and IV
Common Branches
Early Childhood

New York State
Permanent State Certification–School District Adm nistrator and Supervisor, (SDA). School Supervisor and Administ ator, (SSA). State Certification, Administration and Supervision. Certi ication, Common Branch Subjects, (N–8).

TRAINING and ADDITIONAL EXPERIENCE :

NEW YORK CITY BOARD OF EDUCATION
Certificate-"New York State Child Abuse Preventio ", Fall, 1991

Through the Office of Recruitment, Personnel, As essment and Licensing (ORPAL)-Develop and administer licensir g examinations for candidates seeking licensure in all Education Admi istrator level examinations.

CITY COLLEGE OF NEW YORK, New York, New ! 'ork
Guest Lecturer
Delivered lectures on "School Improvement Progra n Progress and Problems", "School Improvement and Special Edu ation" and "SBM/SDM and It's Impact Upon the Schools".

EDUCATION :

St. John's University, Staten Island, New York
Post Graduate School of Education
Received Professional Diploma in Administration ar d Supervision of the Elementary School, 1980.

Richmond College, Staten Island, New York
Masters in Elementary Education, 1974.

St. John's University, Brooklyn, New York
Bachelor of Science in Elementary Education, 197(

PROFESSIONAL ORGANIZATIONS :

New York City Association of Assistant Principals
New York City Association for Supervision and Curr culum Development
Emerald Society, New York City Board of Education
National Council of Administrative Women in Edu ation

Mrs. Randy M. Seabrook
130-08 226 Street
Laurelton, N.Y. 11413
Phone: (718) 949-8179
(b)(6)
Email: rseabrook@schools.nyc.gov

Objective:

Principal of an Elementary/ Middle School

Qualifications

5 years experience as an appointed NYCDOE Principal
5 years experience as an appointed NYCDOE Assistant Principal
3 years experience as an Implementation Specialist of School Redesign/ Improvement models/Programs
Member of the NYCDOE Performance Standards Customization Project/ Middle School English Language Arts– CSD#13
Founding Director of North Star Academy—Middle School Choice Magnet School—CSD# 17

Work History

June 2005 - Present ***Principal - P.S. /I.S. 111Q***
37-15 13th Street, L.I.C., NY 11101
Phone (718) 786– 2073 Fax (718)-729-7102
Immediate Supervisor: Dr. Philip Composto / Community Superintendent CSD# 30

August 2004—June 2005 ***Regional Coordinator for Reading First Program***
28-11 Queens Plaza North– 4th Floor / CSD#30
Immediate Supervisor: Ms. Denise Sontag, Director / Reading First/ Chancellors Office

Duties

Oversee and assist 10 elementary schools with the implementation of the Reading First Grant
Provide professional development to school administrators and teachers on Reading First Program Instructional components, Grant guidelines, best practices in literacy/instruction, assessment and data analysis, school administration for school improvement.
Assist schools with documentation of Reading First implementation and student literacy improvement data

August 1999—June 2004 ***Assistant Principal—P.S. 42Q***
488 Beach 66 Street, Arverne, NY 11692

Phone: (718)-734-7914/7915
Immediate Supervisor: Juanita Bass, Principal P.S. 42Q—Retired June 2003.

Duties

Supervisor – Grades PreK-2 (1999- 2000)
Supervisor –Grades 3-5
School Programmer
School Treasurer

August 1998—June 1999 ***Instructional Specialist for Comprehensive School Reform*** **Demonstration Model (CSRD)** AMERICA'S CHOICE—NYCDOE
131 Livingston Street, Bklyn., NY
Immediate Supervisor: Judith Chin, Director -Div. of Instructional Support

Duties

Liaison between NYC Public Schools and National Center on Education and The Economy (NCEE) / America's Choice School Design Model
Provided support, assistance and oversight of the implementation of the America's Choice School Design Model to participating NYC public schools.

August 1997—June 1998 ***Interim Acting Assistant Principal—P.S. 44K***
432 Monroe Street, Bklyn., NY
Immediate Supervisor: Deborah Knight, Principal– P.S. 44K—CSD# 13

Duties

Supervisor – Grades Kgn. – 2

September 1996—June 1997 Resource Specialist/ Middle School—CSD# 13
Assigned to JHS 117– 300 Willoughby Ave., Bklyn. NY
Immediate Supervisor: Dr. Lester Young, Community Superintendent, CSD# 13

Duties

District Office Resource Specialist assigned to assist school administration with staff development and implementation of District 13 Performance Standards.

August 1995—August 1996 - Founding Director - North Star Academy Middle School – CSD# 17
(Co-located at P.S. 12K, I.S. 394K, P.S.304K)

Immediate Supervisor: Dr. Barbara Byrd Bennett, Community Superintendent, CSD# 17.

Duties

Created and wrote school proposal for Middle School Option – Opened with Grade 6
Developed Interdisciplinary curriculum and block scheduling for school program
Created school brochure, flyers, narrative, mission, vision, selection criteria
Conducted parent/ community outreach to recruit students
Conducted community presentations to introduce school
Interviewed, hired and supervised school staff
Administered school program

Education

1993—1994	M. Ed. Administration/Supervision	Bank Street College/ Principals Institute
1978—1982	M.S. Early Childhood Education	Brooklyn College
1973—1976	B.A. Early Childhood Education	Brooklyn College

Licenses/ Certification

Certificate of Qualification/NYS Dept. of Education
Area: School Administrator/ Supervisor
Effective Date: 2/01/95

Certificate of Eligibility/ NYCDOE
Area: Assistant Principal, DES/IS/JHS
Effective Date: 11/20/96

Certificate of Eligibility/NYCDOE
Area: Principal, Junior High School
Effective Date: 11/20/96

Public School Teacher Certificate/ NYS Dept. of Education
Area: Nursery, Kindergarten, and Grades 1-6
Form: Permanent
Effective Date: 9/01/91

NYCDOE License
Area: Common Branches/ Regular
Effective Date: 6/05/84

Resume: Jason P. Goldner

Certification:

Permanent School Administrator and Supervisor Certification
Certification as a School District Administrator
Permanent Certification in Elementary Education, Common Branch N-6

School Experience:

Principal at Public School 151 Queens, Community School District 30

2 years of service

- **2008 – Present**

Assistant Principal at Public School 85 Queens, Community School District 30

4 years of service

- **2004 – Present**

Tenured Teacher at Public School 148 Queens, Community School District 30
7 years of service

- 2002 - 2004 – Magnet Theme Specialist/ Computer Coordinator
- 2000 - 2002 – Computer Cluster (K-5)
- 1997 - 2000 – Classroom Teacher
- 1996 - 1997 – PS 214 Q, Classroom Teacher

Current Achievements:

- French Dual Language Program
- A+ Mobile Science Laboratory
- Interactive Smartboard Technology
- Schoolwide Balanced Literacy Program
- Collaborative Team Teaching Model
- Active Parent Association
- Robin Hood Library Program
- Breakfast in the Classroom

Education:

- AC, Administration & Supervision, CUNY at Queens College, 2003.
- MA, Elementary Education, Hofstra University, 2000.
- BS, Elementary Education, SUNY at Oneonta, 1996.
  Departmental Honors (Elementary Education)

References:

Philip Composto, Cummunity Superintendent of CSD 30
Altagracia Santana, Children First Network #11
Ann Gordon Chang, Principal of Public School 85 Queens
Andrew Paccione, Principal of Public School 148 Queens
Ronald Gimondo, Assistant Principal, Great Neck Elementary School

Additional references upon request.

ANNE BUSSEL
511 West 235 Street
Riverdale, New York 10463
Phone (718-884-6432 E-Mail: ABussel @schools.nyc.gov

CURRENT POSITION

9/87 – Present	Principal	-	P.S. 171Q
9/78 - 6/87	Assistant Principal	-	P.S. 17Q
9/75 - 6/78	Assistant Principal	-	P.S. 309K

EDUCATIONAL BACKGROUND

Undergraduate School, CCNY
Graduate School, Brooklyn College
Administration and Supervision, CCNY

ACCOMPLISHMENTS

- Experience as a Principal of the Magnet School of Media and Telecommunication to foster integration from 9/92 to 6/96
- Implementation of School Wide Programs at P.S. 171 from 9/88 to present
- Establishment of a full day PreKindergarten program from 9/91 to present
- Establishment of an Integrated Team Teaching Program in PreKindergarten through Grade 5 from 9/92 to the present
- Implementation of School Wide UBD program from 9/2008 to present

Miranda Pavlou
21-51 Steinway Street, Astoria, NY 11105
718.344.4608 MPavlou@schools.nyc.gov

Education:

Long Island University, Brooklyn, New York
P.D. EAL, October 1994

Polytechnic Institute of New York, Brooklyn, New York
M.S. Mechanical Engineering, June 1980

City College of New York, Manhattan, New York
B.E. Civil Engineering, December 1976

Relative Experience:

Acting Principal

- Headed an "A" school
- Empowered staff members by building confidence and establishing an open-door policy
- Organized inter-academy meetings
- Maintained a positive school tone
- Created teacher handbook
- Created parent handbook
- Established school uniformity with relation to school policy and procedures
- Created the position of School Coordinator
- Assigned an ELA licensed literacy coach
- Provided support to ESL and SPECIAL teachers through weekly PD
- Headed the Inquiry Team
- Headed the Senior Leadership Team. Pupil Personnel Committee, Safety Committee
- Managed school budget
- Headed NASA committee

Assistant Principal

- Students in academy consistently outperformed the rest of school's student body
- School Budget Manager
- School Programmer
- Senior Leadership Team member
- Safety Committee leader
- Pupil Personnel Committee member
- In charge of mathematics
- New Teacher mentor

- NASA Lead member

Teacher

- Mathematics Regents classes with a100% success
- Dean in charge of discipline
- School Programmer
- Middle School Initiative leader
- In charge of Sixth Grade Houses
- Created Monthly Newspaper to parents
- Honor Society Advisor
- Awards Coordinator
- In charge of enrichment program
- Yearbook Coordinator
- Member of Pupil Personnel Committee
- Member of Leadership Committee
- PTA Liaison Teacher
- Mainstream Committee member
- UFT Committee member
- In charge of Student of the Month assemblies

Employment History:	Steinway Intermediate School 141Q, District 30
9/84 - Present	Acting Principal Assistant Principal Teacher of mathematics School Programmer Dean
9/82 – 8/83	ERCO Erectors Engineer
6/76 – 9/81	Grumman Aerospace Engineer

YVONNE LEIMSIDER

(b)(6)

SUMMARY

- Over 25 years teaching and administrative experience in the New York City School System
- Strong inter-disciplinary curriculum and shared decision-making skills
- Extensive involvement in student activities and community events
- Expertise in Middle School restructuring, staff development, course development and coordinating special events

ADMINISTRATIVE EXPERIENCE

Principal, IS204 ***September 2007-present***

- **Organizational Leadership:** School programmer, restructured and reprogrammed school into small learning communities, established clear duties and responsibilities for all personnel, actively recruited a literacy coach, teachers and new assistant principals, organized administrative cabinet meetings, instructional cabinet meetings and intervention team meetings, encouraged academy meetings, team meetings, grade level and subject meetings, created a grant writing committee, received a ten thousand dollar library improvement grant, established a new CTT class to provide appropriate placement for students with disabilities.

- **Instructional:** Established educational focus of school, implemented focused walkthrough checklists focusing on Student Engagement/Planning, Accountable Talk, Academic Rigor and Consistency of Curriculum, identified targeted students for additional support, established the use of individual student portfolios, created a team to analyze data and provide intervention strategies.

- **Parent/Community Relations:** Paralleled PTA meetings with school-wide celebrations, implemented two High School nights for parents and students, established new protocol for parent teacher conferences, formed collaborations with the local Kiwanis Club, Senior Centers, neighborhood businesses, performance at Middle School's Principal's Association, member of school leadership team, collaboration between schools and Goodwill Industries, provided opportunity for community service, i.e. Red Cross Toy Drive, Tsunami Relief, Holiday Food Drive etc.

- **Professional Development:** Planned, coordinated and implemented a Two Day Staff Development Summer Retreat focused on balanced literacy, team building and regional initiatives, established differentiated professional development, provided for common preps, inter-visitations, model lessons and study groups.

- **Student Support Services:** Provided for a weekly advisory for all students, utilized data to examine student progress, provided enrichment support through Music 180 and Beacon Program, guidance services for mandated and non-mandated students, provided a supportive and nurturing environment celebrating student success.

Assistant Principal, IS 204Q ***March 2005 –August 2007***

- School programmer responsible for daily coverages, special schedules and school-wide programming
- Supervisor of math department, literacy and math coaches, security and school aides
- Member of School Leadership Team and Instructional Design Team
- Developed plans for differentiated professional development, engaged in demonstration lessons, walkthroughs and provided regular feedback regarding strengths and weaknesses of lessons

Assistant Principal, IS I26Q ***August 1996 – July 2004***

- School programmer: Responsible for daily coverages, special schedules and school-wide programming
- Responsible for supervision of Math, Social Studies, Talent Department and Foreign Language Departments
- Supervisor of grades 7 & 8 students, inter-disciplinary teams, inclusion program, senior activities: graduation, year book and trips
- Coordinator of partnership between IS 126 and Dance Theatre of Harlem: responsible for scheduling of project team meetings and rehearsals, directing multi-cultural Winter and Spring Concerts and coordinating the creation of an inter-disciplinary curriculum with project team teachers
- Supervisor of School Safety, scheduling and school safety plan
- Coordinator of Grade 8 Service Learning Project: affiliations include 30th Avenue Business Association, LIC Kiwanis, McDonalds and NYC Parks Department
- Member of School Leadership Team, co-author of IS 126 CEP and Parent Involvement Grant
- Staff development and presentation of workshops: Save Legislation, The Grow Report, Math Across the Curriculum, Test Taking Strategies, Rubrics and alternative assessment, Document Based Questions, Implementation of the 90-minute Math Block, Inter-disciplinary lessons and thematic units, cooperative learning, technology in the classroom and Inclusion

Assistant Principal, Supervisor in Charge, IS 230Q ***Summer 2001***

- Supervisor of 6, 7 and 8 grade students, teaching staff, security, paraprofessionals, school aides and secretaries
- Testing coordinator: all tests for mandated and enrichment studies
- Responsible for Staff Development Workshops: Test Taking Skills/Exit Project, use of "Soar to Success" reading program
- Responsible for Parent Workshop: "Helping Your Child Succeed in School" reading and math strategies

Assistant Principal (I/A), JHS 226Q ***September 1995 – August 1996***

- Responsible for supervision of Math, Art and Music departments
- Supervisor of Grade 7 students, Inter-disciplinary teams
- Organized the auditions and acceptance to "Star Institute" the JHS 226Q Gifted Program
- Responsible for coordinating Special Events such as Winter/Spring Concerts, Art Show, Career Day, Take Your Daughter to Work Day and Expo 27 Display
- Member of School Base Management Committee/Leadership team

Assistant Principal (I/A), JHS 202Q ***October 1993 – June 1995***

- Responsible for supervision of Science, Foreign Language, Math, Technology, Physical Education, Hygiene, Art and Music Departments
- Supervisor of Grade 7 and Grade 8 students, Inter-disciplinary Teams, Gifted Program, Graduation, Yearbook and School Wide Trip Coordinator
- Coordinator of Career Day, Science Fair and Spring Concert
- Responsible for coordinating the Special Events Programs such as Science Fair, Second Language Week Events, assembly programs, High School Night, Winter/Spring Concerts and Art Shows
- School Treasurer responsible for daily and yearly accounts payable and receivable, purchasing and inventory control for G.O. Bookstore, budgeting and bank account reconciliation and state tax preparation
- Member of School Base Management Committee/Leadership team

Teacher-in-Charge Summer Vacation Day Camp ***Summer 1994 – 1999***

- Development and enforcement of Discipline Code, schedule activities for 65+ elementary school students, supervise teaching staff, administrative responsibility for lunchroom, dismissal and payroll
- Teach Arts and Crafts and oversee athletic activities

TEACHING AND RELATED EXPERIENCE **1977 – 1993**

Teacher, Grade 7, 8 and 9

- Subjects include: Reading, Math, English, Social Studies, Law, Urban Studies and Video
- Facilitated student participation in various city, state and local contests
- Coordinated assemblies, special events, video yearbook and fund-raising activities
- Teacher Mentor: Duties encompassed discipline, planning, critiques and observations
- Teacher Trainer: Developed video programs in other schools and districts

Middle School Task Force ***February 1993 – 1995***

- Responsible for developing plans to restructure Junior High Schools to Middle Schools
- Member of JHS 202 and JHS 226 Core Design Team to create and implement pilot programs
- Responsible for implementation of Advisor/Advisee Program and Community Service Project

Video & Media Productions

- Writer/Producer/Director/Consultant: SQET-TV-Public Broadcasting System: "Kid's Magazine"
- Video Installations in affiliation with Artists in Residence: Video Memories (1987) and Beach to Bay (1986)

Curriculum Development

- Video Technology, Inter-disciplinary Video Law Course, Women's History, Urban Studies, Purchase of Materials and Equipment

Workshops Presented

- The use of video and video technology in the classroom
- Using the community as an Educational and Historical Source
- Women in History: NYC Commission on the Status of Women

CERTIFICATIONS

- NYC license, Assistant Principal (Elementary/Junior High School)
- NYS Administration and Supervision

EDUCATION

Queens College, City University of New York, Flushing, NY

Advanced Certificate in Educational Administration

- MS in Secondary Education, 1984
- BA in Political Science, 1972

REFERENCES – Furnished upon request

Sharon Terry

Qualifications

Experienced as an Principal and Assistant Principal. These dual roles have enabled me to uniquely gain the experience and expertise needed to effectively supervise any school

Education

1968-1972 Bachelor of Science Education –St.John's University, Jamaica , N.Y
1973-1975 Masters of Science Counseling- C.W.Post College, Brookville, N.Y
1979-1980 Professional Diploma Counseling-C.W.Post College,Brookville,N.Y.
1980-1981 Educational Administration-St.John's University, Jamaica , N.Y.

Employment

2004-Present Principal, Intermediate School 230

- Created thematic based Small Learning Communities
- Developed curricula to support themes in Small Learning Community
- Aligned programs to support themes of Small Learning Communities
- Engaged in collaborative process to set rigorous, detailed goals and benchmarks for improved student learning
- Focused all staff on closing achievement gap between sub-groups no students
- Used data to differentiate staff's development plans to address student needs
- Provided structured collaboration to engage staff
- Engaged other in evaluating strategies for effectiveness and adjusting accordingly
- Responsible for increase of 17% in reading scores and 5% in math
- Developed and monitors school wide assessment
- Ability to identify next steps and hold staff accountable for next steps
- Consistently recognizes and celebrates school accomplishments
- Consistently engages families, students, and community members as active partners in attaining school's learning goals
- Developed and created partnerships with various organizations that supported all academic areas
- Reviews the effectiveness, scalability, and sustainability of all systems
- Established plans for future priorities
- Engaged in calendar analysis to assess use of time
- Continually evaluated projects and made adjustments as needed
- Evaluated needs and realigned resources to address needs and gaps
- Develop and provided staff professional development

2003-2004 Aspiring Principal Program

- Participated in full time training for principal
- Created program for school which includes scheduling grades, classes, and specialized areas
- Assisted in revising long and short term budget to reflect operating realities
- Developed measurable benchmarks

- Helped staff use technology to increase efficiency and effectiveness across all
- subject areas

1998– 2003 Assistant Principal, Robert H. Goddard Middle School 202Q

- Spearheaded development and implementation of magnet school program that spanned grades 6,7,and 8
- Developed and supervised after school academic and arts program
- Established partnership with John Adams High School to create seamless
- Transition from Middle School to High School
- Effectively planned strategies to develop interdisciplinary units among teams

1996-1998 Acting Assistant Principal, IS 53Q

- Provided staff training and supervised professional activities
- Observed and evaluated teachers
- Developed and coordinated Project Arts program

1995-1996 Middle School Facilitator, J.H.S.226 Q

- Developed and coordinated Gifted and Talented program
- Facilitated Middle School practices leading to restructuring of the school for
- 1996-1997

1992-1995 Teacher, J.H.S. 226Q

- Taught grade 7,8, Social Studies

1985-1992- Buyer, Steinbach Department Sores

- Responsible for purchasing, stocking $10 million budget dress department

1981-1985 Assistant Buyer, Macy's San Francisco

- Responsible for purchasing and stocking 3 million dollar menswear department

1972-1981 Teacher, Freeport , New York

- Taught grade 6 all subjects

Project Narrative

Project Narrative-Letters of Support (Optional)

Project Narrative

Project Narrative-Joint Application Information (if necessary)-Refer to: Instructions for Other Documents and Attachments

Budget Narrative

Project Narrative-Budget Narrative

Attachment 1:
Title: **NYC District 30 Budget Narrative and Budget Breakdown.pdf** Pages: **0** Uploaded File: **C:\unzipped\D30 MSAP FINAL PROPOSAL FILES\D30 MSAP FINAL PROPOSAL FILES\NYC District 30 Budget and Budget Breakdown.pdf**

NYC District 30
Magnet Budget Narrative: 2010 - 2011

a) Personnel ($1,855,424)
Funds are requested for the salaries of one Project Director (100% FTE), One Project Recruiter (100% FTE), One Project Planner (100% FTE), one Secretary (100% FTE), and 14 Resource Specialists (100% FTE) in the 7 project schools to assist with planning, implementation, and recruitment for the project. Funds are requested for hourly teachers to participate in professional development and for hourly teachers to write curriculum (3808 hrs). Funds are requested for hourly teachers to conduct after school instructional activities (3339 hrs.). In addition, funds are requested for substitute teachers to relieve teachers during training sessions during the school day (280 days).

b) Fringe benefits ($637,647)
These are required by contractual obligation.
Contractual Rate for Full time Personnel (38.2%) x $1,512,000 = $577,584
Contractual Rate for Per session (18.84%) x =$300,032= $56,526
Contractual Rate for Per diem (8.15%) x $43,392 = $3,537

c) Travel ($80,000)
Funds are requested for project personnel to attend conferences.

d) Equipment ($40,780)
Funds are requested to purchase equipment to support magnet implementation

e) Supplies ($364,286)
Funds are requested to purchase supplies and materials that support schools' magnet themes (see itemized lists on budget sheets).

f) Contractual ($516,452)
Funds are requested for American Education Solutions to provide assessment and evaluation of programs at all sites. Also, funds are requested for theme-based instructional consultants and curriculum development consultants.

g) Construction N/A

h) Other ($175,500)
Funds are requested for student admissions to museums, theatres, cultural institutions, etc.; advertising; postage; telephone; and printing.

I) Direct Cost ($3,670,089)

j) Indirect Cost at 3.2% **($117,443)**

Total $3,787,532

NYC District 30
Magnet Budget Narrative: 2011 - 2012

a) Personnel ($1,855,424)
Funds are requested for the salaries of one Project Director (100% FTE), One Project Recruiter (100% FTE), One Project Planner (100% FTE), one Secretary (100% FTE), and 14 Resource Specialists (100% FTE) in the 7 project schools to assist with planning, implementation, and recruitment for the project. Funds are requested for hourly teachers to participate in professional development and for hourly teachers to write curriculum (3808 hrs). Funds are requested for hourly teachers to conduct after school instructional activities (3339 hrs.). In addition, funds are requested for substitute teachers to relieve teachers during training sessions during the school day (280 days).

b) Fringe benefits ($637,647)
These are required by contractual obligation.
Contractual Rate for Full time Personnel (38.2%) x $1,512,000 = $577,584
Contractual Rate for Per session (18.84%) x =$300,032= $56,526
Contractual Rate for Per diem (8.15%) x $43,392 = $3,537

c) Travel ($80,000)
Funds are requested for project personnel to attend conferences.

d) Equipment ($40,000)
Funds are requested to purchase equipment to support magnet implementation

e) Supplies ($339,128)
Funds are requested to purchase supplies and materials that support schools' magnet themes (see itemized lists on budget sheets).

f) Contractual ($542,090)
Funds are requested for American Education Solutions to provide assessment and evaluation of programs at all sites. Also, funds are requested for theme-based instructional consultants and curriculum development consultants.

g) Construction N/A

h) Other ($180,000)
Funds are requested for student admissions to museums, theatres, cultural institutions, etc.; advertising; postage; telephone; and printing.

I) Direct Cost ($3,674,289)

j) Indirect Cost at 3.2% **($117,578)**

Total $3,791,867

NYC District 30
Magnet Budget Narrative: 2012 - 2013

a) Personnel ($1,855,424)
Funds are requested for the salaries of one Project Director (100% FTE), One Project Recruiter (100% FTE), One Project Planner (100% FTE), one Secretary (100% FTE), and 14 Resource Specialists (100% FTE) in the 7 project schools to assist with planning, implementation, and recruitment for the project. Funds are requested for hourly teachers to participate in professional development and for hourly teachers to write curriculum (3808 hrs). Funds are requested for hourly teachers to conduct after school instructional activities (3339 hrs.). In addition, funds are requested for substitute teachers to relieve teachers during training sessions during the school day (280 days).

b) Fringe benefits ($637,647)
These are required by contractual obligation.
Contractual Rate for Full time Personnel (38.2%) x $1,512,000 = $577,584
Contractual Rate for Per session (18.84%) x =$300,032= $56,526
Contractual Rate for Per diem (8.15%) x $43,392 = $3,537

c) Travel ($80,000)
Funds are requested for project personnel to attend conferences.

d) Equipment ($35,000)
Funds are requested to purchase equipment to support magnet implementation

e) Supplies ($391,128)
Funds are requested to purchase supplies and materials that support schools' magnet themes (see itemized lists on budget sheets).

f) Contractual ($489,916)
Funds are requested for American Education Solutions to provide assessment and evaluation of programs at all sites. Also, funds are requested for theme-based instructional consultants and curriculum development consultants.

g) Construction N/A

h) Other ($189,500)
Funds are requested for student admissions to museums, theatres, cultural institutions, etc.; advertising; postage; telephone; and printing.

I) Direct Cost ($3,678,615)

j) Indirect Cost at 3.2% **($117,716)**

Total $3,796,331

Federal Magnet Grant
Location: District 30
Year 1

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Director	1	100%	$120,000	$120,000
Project Recruiter	1	100%	$102,000	$102,000
Project Planner	1	100%	$84,000	$84,000
Project Secretary	1	100%	$30,000	$30,000
Full Time Personnel Subtotal				$336,000
Hourly Teachers - Per Session	476 hours	100%	41.98 per hr	$20,000
All Personnel Subtotal				$356,000
Fringe Benefits				**Total**
Contractual Rate for Full Time Personnel			38.20%	$128,352
Contractual Rate for All Hourly Personnel			18.84%	$3,768
Contractual Rate for All PerDiem Sub Personnel			8.15%	
Fringe Benefits Subtotal				$132,120
Travel				**Total**
Travel expenses for Project Director and key personnel to attend magnet conferences				

US Department of Education Office of Innovations Magnet Conference 2 x $1500		$3,000
Magnet Schools of America Conference 2 x $2000		$4,000
Technical assistance conference 2 x $1500		$3,000
Travel Subtotal		$10,000
Equipment		**Total**
Supplies	**Item**	**Total**
Magnet District Office Materials for Workshops and Institutes including CDT, Mag Specialist meetings, Units of Study and Curriculum Mapping Institutes		$10,000
Materials for District Conference		$20,000
Materials for Recruitment Fairs- signage, balloons, promotional items		$10,000
Supply Subtotal		40,000
Contractual		**Total**
Program Evaluation by American Education Solutions, Inc		$140,000
Construction		**Total**
None		
Other		**Total**
Advertising Materials		$15,000
Postage		$5,000
Telephone		$3,000
Printing		$15,000
Other Subtotal		$38,000
Total Year 1 Direct Costs		**Total**
TOTAL		$716,120

Total Year 1 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$22,916

Total Year 1 Costs **Total**
$739,036

Federal Magnet Grant
Location: District 30
Year 2

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Director	1	100%	$120,000	$120,000
Project Recruiter	1	100%	$102,000	$102,000
Project Planner	1	100%	$84,000	$84,000
Project Secretary	1	100%	$30,000	$30,000
Full Time Personnel Subtotal				$336,000
Hourly Teachers - Per Session	476 hours	100%	41.98 per hr	$20,000
All Personnel Subtotal				$356,000
Fringe Benefits				**Total**
Contractual Rate for Full Time Personnel			38.20%	$128,352
Contractual Rate for All Hourly Personnel			18.84%	$3,768
Fringe Benefits Subtotal				$132,120
Travel				**Total**
Travel expenses for Project Director and key personnel to attend magnet conferences				
US Department of Education Office of Innovations Magnet Conference 2 x $1500				$3,000
Magnet Schools of America Conference 2 x $2000				$4,000
Technical assistance conference 2 x $1500				$3,000
Travel Subtotal				$10,000
Equipment				**Total**
Supplies	Item			**Total**
Magnet District Office				

Materials for Workshops and Institutes including CDT, Mag Specialist meetings, Units of Study and Curriculum Mapping Institutes		$10,000
Materials for District Conference		$20,000
Materials for Recruitment Fairs- signage, balloons, promotional items		$10,000
Supply Subtotal		$40,000
Contractual		**Total**
Program Evaluation by American Education Solutions, Inc		$144,200
Construction		
None		
Other		**Total**
Advertising Materials		$15,000
Postage		$5,000
Telephone		$3,000
Printing		$15,000
Other Subtotal		$38,000
Total Year 2 Direct Costs		**Total**
TOTAL		$720,320
Total Year 2 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$23,051
Total Year 2 Costs		**Total**
		$743,371

Federal Magnet Grant
Location: District 30
Year 3

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Director	1	100%	$120,000	$120,000
Project Recruiter	1	100%	$102,000	$102,000
Project Planner	1	100%	$84,000	$84,000
Project Secretary	1	100%	$30,000	$30,000
Full Time Personnel Subtotal				$336,000
Hourly Teachers - Per Session	476 hours	100%	41.98 per hr	$20,000
All Personnel Subtotal				$356,000
Fringe Benefits				**Total**
Contractual Rate for Full Time Personnel			38.20%	$128,352
Contractual Rate for All Hourly Personnel			18.84%	$3,768
Fringe Benefits Subtotal				$132,120
Travel				**Total**
Travel expenses for Project Director and key personnel to attend magnet conferences				
USDOE Office of Innovations Magnet Conference 2 x $1500				$3,000
Magnet Schools of America Conference 2 x $2000				$4,000
Technical assistance conference 2 x $1500				$3,000
Travel Subtotal				$10,000
Equipment				**Total**
Supplies	Item			**Total**

Magnet District Office		
Materials for Workshops and Institutes including CDT, Mag Specialist meetings, Units of Study and Curriculum Mapping Institutes		$10,000
Materials for District Conference		$20,000
Materials for Recruitment Fairs- signage, balloons, promotional items		$10,000
Supply Subtotal		$40,000
Contractual		**Total**
Program Evaluation by American Education Solutions, Inc		$148,526
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		$15,000
Postage		$5,000
Telephone		$3,000
Printing		$15,000
Other		
Subtotal		$38,000
Total Year 3 Direct Costs		**Total**
TOTAL		$724,646

Total Year 3 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$23,189

Total Year 3 Costs	**Total**
	$747,835

Federal Magnet Grant
Location: 151
Year 1

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers Hourly Teachers - Curriculum Development Professional Development (Per Session)	476	100%	$84,000 41.98 per hr	$168,000 19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services				$214,206
Fringe Benefits				**Total**
Contractual Rate All Hourly Personnel			18.84%	$7,538
Contractual Rate All Full Time Personnel			38.20%	$64,176
Contractual Rate All PerDiem Sub Personnel			8.15%	$506
Fringe Benefits Subtotal				$72,220
Travel				**Total**
Travel expenses for key personnel to attend Magnet Conferences				
Magnet Schools of America Conference				
1 Principal, 2 MRS, 2 Staff	5	$2,000 each		$10,000
Equipment				**Total**
Equipment List for Magnet School				
Flat screen -NEC AccuSync PV40-AVT 40" LCD TV				$5,000
Supplies				**Total**
Supplies List for Magnet School				
Digital Cameras - 10 x $130				$1,300
Rosetta Stone Software				$6,300
Cooking Supplies				$1,000

Photo Developing			300
Theme Related Books			$2,832
Lenevo Think Pads 16 x $520			$8,320
Supply Subtotal			$20,052
Contractual			**Total**
Consultant Services for Theme-Based Instruction			
Consultant Services for Curriculum Development			
IB Annual Fee			$7,300
IB Cousework			$40,000
IB Publications			$4,562
IB Application Fee			$9,500
Aussie			$5,200
LEAP Residencies (32 classes-once a week for 6 weeks			$18,960
Contractual Subtotal			$85,522
Construction			**Total**
None			
Other			**Total**
Advertising			
Materials			2,500
Postage			$1,000
Telephone			$1,000
Student			
Admissions			$8,000
Printing			2,500
Other Subtotal			$15,000
Total Year 1 Direct Costs			**Total**
TOTAL			$422,000
Total Year 1 Indirect Costs			**Total**
Indirect Cost Rate		3.20%	$13,504
Total Year 1 Costs			**Total**
			$435,504

Federal Magnet Grant
Location: 151
Year 2

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services				$214,206
Fringe Benefits				**Total**
Contractual Rate for All Hourly Personnel			18.84%	$7,538
Contractual Rate for All Full Time Personnel			38.20%	$64,176
Contractual Rate All Per diem Sub Personnel			8.15%	$506
Fringe Benefits Subtotal				$72,220
Travel				**Total**
Travel expenses for key personnel to attend Magnet Conferences				
Magnet Schools of America Conference				
1 Principal, 2 MRS, 2 Staff	5	$2,000 each		$10,000
Equipment				**Total**
Equipment for Magnet School				
Magnet Sign Display				$5,000
Supplies				**Total**
Supplies List for Magnet School				
Digital Cameras - 10 x $130				$1,300
Rosetta Stone Software				$6,300
Weekly Reader				$1,400

Reading A-Z		2,240
Theme Related Books		$2,826
Lap top Computers - 15 x $703.20		$10,548
Supply Subtotal		$24,614
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
IB Annual Fee		$7,300
IB Cousework		$40,000
IB Application		$9,500
AUSSIE		$5,200
LEAP Residencies (32 classes- once a week for 6 weeks		$18,960
Contractual Subtotal		$80,960
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student		
Admissions		$8,000
Printing		2,500
Other Subtotal		15,000
Total Year 2 Direct Costs		**Total**
TOTAL		$422,000
Total Year 2 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$13,504
Total Year 2 Costs		**Total**
		$435,504

Federal Magnet Grant
Location: 151
Year 3

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services Subtotal				$214,206

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$7,538
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$506
Fringe Benefits Subtotal		$72,220

Travel			**Total**
Travel expenses for key personnel to attend Magnet Conferences			
Magnet Schools of America Conference			
1 Principal, 2 MRS, 2 Staff	5	$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	

8-Drive DVD HCL Autoloader Standalone Duplicator		$5,000
Supplies		**Total**
Supplies List for Magnet School		
Digital Video Cameras - 10 x 400		$4,000
Rosetta Stone Software		$6,300
Weekly Reader		$1,400
National Geographic		189
Cobblestone Publishing		$668
Powerdictionary.com		$22,057
Nystrom Maps, Globes, Atlases, Charts, CD-ROMs, Web based Interactive 3-D Curriculum		$25,000
Supply Subtotal		$59,614
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
IB Annual Fee		$7,300
IB Application		$9,500
AUSSIE		$5,200
LEAP Residencies (32 classes- once a week for 6 weeks		$18,960
Contractual Subtotal		$40,960
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$13,000
Printing		2,500
Other Subtotal		20,000
Total Year 3 Direct Costs		**Total**
TOTAL		$422,000
Total Year 3 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$13,504
Total Year 3 Costs		**Total**
		$435,504

Federal Magnet Grant
Location: 230
Year 1

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers Hourly	2	100%	$84,000	$168,000
Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services Subtotal				$214,206

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$7,538
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$506
Fringe Benefits Subtotal		$72,220

Travel			**Total**
Travel expenses for key personnel to attend Magnet Conferences			
Magnet Schools of America Conference			
1 Principal, 2 MRS, 2 Staff	5	$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	
Auditorium Projector and lighting system	$5,000

Supplies		**Total**
Supplies List for Magnet School		
Digital Video Cameras - 10 x 400		$4,000
Theme books with supporting material		$8,974
Computer cart - 2 x $900		$1,800
Lap top computers - 15 x $1000		15,000
Smart boards with projectors - 3 x $2500		$7,500
Audio speakers for Auditorium - 4 x $500		$2,000
Microphones - handheld, lapel, wireless		$5,300
Speaking podium		$700
printers -10 x $200		$2,000
Dvd Player - 3 x $100		$300
Supply Subtotal		$47,574
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
Columbia University Teachers College		$20,000
Center for Civic Education		$15,000
Teaching Matters, Inc.		$10,000
Clearpool Educational Facility		$11,000
Contractual Subtotal		$56,000
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$10,000
Printing		2,500
Other Subtotal		17,000
Total Year 1 Direct Costs		**Total**
TOTAL		$422,000

Total Year 1 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$13,504

Total Year 1 Costs	**Total**
	$435,504

Federal Magnet Grant
Location: 230
Year 2

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services Subtotal				$214,206

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$7,538
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$506
Fringe Benefits Subtotal		$72,220

Travel				**Total**
Travel expenses for key personnel to attend Magnet Conferences				
Magnet Schools of America Conference				
1 Principal, 2 MRS, 2 Staff	5		$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	

Flat screen -NEC AccuSync PV40-AVT 40" LCD TV		$5,000
Supplies		**Total**
Supplies List for Magnet School Classroom Inc. software		$8,780
Theme books with supporting material		$7,494
Computer cart - 2 x $900		$1,800
Lap top computers - 10 x $1000		10,000
Smart boards with projectors - 3x $2500		$7,500
Supply Subtotal		$35,574
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development Columbia University Teachers College		$20,000
Center for Civic Education		$12,000
Teaching Matters, Inc.		$10,000
Clearpool Educational Facility		$6,000
Outward Bound		$15,000
Contractual Subtotal		$63,000
Construction		**Total**
None		
Other		**Total**
Advertising Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$15,000
Printing		2,500
Other Subtotal		22,000
Total Year 2 Direct Costs		**Total**
TOTAL		$422,000

Total Year 2 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$13,504

Total Year 2 Costs **Total**
$435,504

Federal Magnet Grant
Location: 230
Year 3

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services Subtotal				$214,206

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$7,538
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$506
Fringe Benefits Subtotal		$72,220

Travel				**Total**
Travel expenses for key personnel to attend Magnet Conferences				
Magnet Schools of America Conference				
1 Principal, 2 MRS, 2 Staff	5		$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	

Magnet Sign Display		$5,000
Supplies		**Total**
Supplies List for Magnet School		
Classroom Inc. software		$8,780
Theme books with supporting material		$7,494
Computer cart - 2 x $900		$1,800
Lap top computers - 15 x $1000		15,000
Smart boards with projectors - 3x $2500		$7,500
Teaching Matters online software		$10,000
Supply Subtotal		$50,574
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
Columbia University Teachers College		$15,000
Center for Civic Education		$7,000
Teaching Matters, Inc.		$5,000
Clearpool Educational Facility		$6,000
Outward Bound		$15,000
Contractual Subtotal		$48,000
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$15,000
Printing		2,500
Other Subtotal		22,000
Total Year 3 Direct Costs		**Total**
TOTAL		$422,000

Total Year 3 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$13,504

Total Year 3 Costs
Total
$435,504

Federal Magnet Grant
Location: 76
Year 1

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services Subtotal				$214,206

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$7,538
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$506
Fringe Benefits Subtotal		$72,220

Travel			**Total**
Travel expenses for key personnel to attend Magnet Conferences			
Magnet Schools of America Conference			
1 Principal, 2 MRS, 2 Staff	5	$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	

Rooftop Green House with Base (14'x20')		$9,780
Supplies		**Total**
Supplies List for Magnet School		
Digital Video Cameras - 10 x 400		$4,000
Lap top computers - 15 x $1000		$15,000
Smart boards with projectors - 3x $2500		$7,500
Gardening Supplies- soil,seed,tools, etc		$6,494
Classroom terrariums		$7,000
fitness equipment - pedometers, mats, etc.		$4,000
Theme books- Health,Wellness,Horticulture		$6,000
Magazine subscription- Health/Gardening		$2,650
Health Cookbook development		$2,650
Supply Subtotal		$55,294
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
Aussie		$21,000
Study Island Contract Software		$3,000
Schools Attuned		$5,000
Alley Pond Environmental Center		$3,000
Queens Botanical Gardens		$2,000
NY Hall of Science		$2,000
NY Junior Tennis League		$1,000
Contractual Subtotal		$37,000
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$15,000
Printing		4,000
Other Subtotal		23,500
Total Year 1 Direct Costs		**Total**
TOTAL		$422,000
Total Year 1 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$13,504
Total Year 1 Costs		**Total**
		$435,504

Federal Magnet Grant
Location: 76
Year 2

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services Subtotal				$214,206

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$7,538
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$506
Fringe Benefits Subtotal		$72,220

Travel			**Total**
Travel expenses for key personnel to attend Magnet Conferences			
Magnet Schools of America Conference			
1 Principal, 2 MRS, 2 Staff	5	$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	

Flat screen -NEC AccuSync PV40-AVT 40" LCD TV		$5,000
Supplies		**Total**
Supplies List for Magnet School		
Lap top computers - 10 x $1000		$10,000
Smart boards with projectors - 3 x $2500		$7,500
Gardening Supplies- soil,seed,tools, etc		$5,000
Classroom terrariums		$7,000
fitness equipment - ropes,balls, etc.		$5,000
Theme books- Health,Wellness,Horticulture		$6,774
Magazine subscription- Health/Gardening		$2,650
Health Cookbook development		$2,650
Supply Subtotal		$46,574
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
Aussie		$17,000
Study Island Contract Software		$4,000
Schools Attuned		$7,000
Alley Pond Environmental Center		$7,500
Queens Botanical Gardens		$7,500
NY Hall of Science		$7,500
NY Junior Tennis League		$500
Contractual Subtotal		$51,000
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$15,000
Printing		3,500
Other Subtotal		23,000
Total Year 2 Direct Costs		**Total**
TOTAL		$422,000
Total Year 2 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$13,504
Total Year 2 Costs		**Total**
		$435,504

Federal Magnet Grant
Location: 76
Year 3

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers Hourly Teachers - Curriculum Development Professional Development (Per Session)	476	100%	$84,000 41.98 per hr	$168,000 19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services Subtotal				$214,206

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$7,538
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$506
Fringe Benefits Subtotal		$72,220

Travel				**Total**
Travel expenses for key personnel to attend Magnet Conferences				
Magnet Schools of America Conference				
1 Principal, 2 MRS, 2 Staff	5		$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	
Magnet Sign Display	$5,000

Supplies		**Total**
Supplies List for Magnet School		
Lap top computers - 15 x $1000		$15,000
Smart boards with projectors - 5x $2500		$12,500
Gardening Supplies- soil,seed,tools, etc		$5,000
Maps and Globes		$5,000
Theme books- Health,Wellness,Horticulture		$6,774
Magazine subscription- Health/Gardening		$2,650
Health Cookbook development		$2,650
Supply Subtotal		$49,574
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
Aussie		$12,000
Study Island Contract Software		$3,000
Schools Attuned		$7,500
Alley Pond Environmental Center		$7,500
Queens Botanical Gardens		$7,500
NY Hall of Science		$7,500
NY Junior Tennis League		$500
Contractual Subtotal		$45,500
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$17,000
Printing		4,000
Other Subtotal		25,500
Total Year 3 Direct Costs		**Total**
TOTAL		$422,000
Total Year 3 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$13,504
Total Year 3 Costs		**Total**
		$435,504

Federal Magnet Grant
Location: 111
Year 1

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services Subtotal				$214,206

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$7,538
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$506
Fringe Benefits Subtotal		$72,220

Travel			**Total**
Travel expenses for key personnel to attend Magnet Conferences			
Magnet Schools of America Conference			
1 Principal, 2 MRS, 2 Staff	5	$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	

Flat screen -NEC AccuSync PV40-AVT 40" LCD TV		$5,000
Supplies		**Total**
Supplies List for Magnet School		
Digital Video Cameras - 10 x 400		$4,000
Digital still cameras - 25 x $250		$6,250
USB Headset w/mic -30x$100		$3,000
USB Flashdrives- 600 x $30		$1,800
Ipod classic - 30 x $200		6,000
Ipod tunetalk - 30 x $60		$1,800
projector/carts - 4 x $2,000		$8,000
Geometers software		$2,724
SmartBoards - 4 x $2,500		$10,000
Supply Subtotal		$43,574
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
Aussie		$15,000
NYC Parks Dept.		$6,000
Columbia University		$10,000
Lincoln Center for Performing Arts		$10,000
Museum of Moving Image		$10,000
Central Park Zoo		$6,000
Contractual Subtotal		$57,000
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$10,000
Printing		2,500
Other Subtotal		20,000
Total Year 1 Direct Costs		**Total**
TOTAL		$422,000
Total Year 1 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$13,504
Total Year 1 Costs		**Total**
		$435,504

Federal Magnet Grant
Location: 111
Year 2

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services Subtotal				$214,206

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$7,538
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$506
Fringe Benefits Subtotal		$72,220

Travel			**Total**
Travel expenses for key personnel to attend Magnet Conferences			
Magnet Schools of America Conference			
1 Principal, 2 MRS, 2 Staff	5	$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	

Magnet Sign Display		$5,000
Supplies		**Total**
Supplies List for Magnet School		
Video Conferences		$2,300
Digital still cameras - 25 x $250		$6,250
USB Headset w/mic -30x$100		$3,000
Printers - 20 x $200		4,000
CD/DVD Burner/Player - 20 x $100		2,000
Ipod tunetalk - 30 x $60		$1,800
projector/carts - 4 x $2,000		$8,000
Media Software		$4,724
SmartBoards - 5 x $2,500		$12,500
Supply Subtotal		$44,574
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
Aussie		$15,000
NYC Parks Dept.		$6,000
Columbia University		$10,000
Lincoln Center for Performing Arts		$10,000
Museum of Moving Image		$10,000
Central Park Zoo		$5,000
Contractual Subtotal		$56,000
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$10,000
Printing		2,500
Other Subtotal		20,000
Total Year 2 Direct Costs		**Total**
TOTAL		$422,000
Total Year 2 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$13,504
Total Year 2 Costs		**Total**
		$435,504

Federal Magnet Grant
Location: 111
Year 3

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services Subtotal				$214,206

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$7,538
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$506
Fringe Benefits Subtotal		$72,220

Travel			**Total**
Travel expenses for key personnel to attend Magnet Conferences			
Magnet Schools of America Conference			
1 Principal, 2 MRS, 2 Staff	5	$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	

8-Drive DVD HCL Autoloader Standalone Duplicator		$5,000
Supplies		**Total**
Supplies List for Magnet School		
Video Conferences		$2,300
Laptop Computers - 25 x $900		$22,500
Software		$5,274
SmartBoards - 5 x $2,500		$12,500
Supply Subtotal		$42,574
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
Aussie		$10,000
NYC Parks Dept.		$6,000
Columbia University		$10,000
Lincoln Center for Performing Arts		$15,000
Museum of Moving Image		$10,000
Central Park Zoo		$5,000
Contractual Subtotal		$56,000
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$15,000
Printing		2,500
Other Subtotal		22,000
Total Year 3 Direct Costs		**Total**
TOTAL		$422,000
Total Year 3 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$13,504
Total Year 3 Costs		**Total**
		$435,504

Federal Magnet Grant
Location: 141
Year 1

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services Subtotal				$214,206

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$7,538
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$506
Fringe Benefits Subtotal		$72,220

Travel				**Total**
Travel expenses for key personnel to attend Magnet Conferences				
Magnet Schools of America Conference				
1 Principal, 2 MRS, 2 Staff	5		$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	

Flat screen -NEC AccuSync PV40-AVT 40" LCD TV	$5,000
Supplies	**Total**
Supplies List for Magnet School	
Design Center	2,000
Directional Condenser Microphone	$129
Shotgun Microphone	$257
Steadicam	$3,200
Line and Grad Microphone	$233
Video Lighting	$817
Green Screen Support System	$237
Calculators TI 34II	$1,350
Laptop Cart	$1,500
Dell Computers	$10,000
8 x 12 Greenhouse	$4,000
Planting Pots	$348
Plants/ Seeds	$200
MAC Illustrator CS4 Version	$1,647
Photoshop	$3,222
LEGO NXT kits	$4,500
MAC Computers - 13 x $1000	$13,000
Video Cameras	$3,500
SMART Document Cameras	$3,000
Gardening Tools	$1,000
Picnic Tables	$840
Ken-a-Vision Microscopes	$2,460
Discover Engineers Rulers	$150
Themed Classroom Text Sets aligned to curric & theme	$6,000
Supply Subtotal	$63,590
Contractual	**Total**
Consultant Services for Theme-Based Instruction	
Consultant Services for Curriculum Development	
Center for Architecture	$15,500
City College NY	$10,000
SolarONE Green Energy, Arts and Ed. Center	$10,000
The Colorado Renewable Energy Society	$2,500
Contractual Subtotal	$38,000
Construction	**Total**
None	
Other	**Total**
Advertising	
Materials	2,500
Postage	$1,000
Telephone	$1,000
Student Admissions	$10,000
Printing	2,500
Other Subtotal	20,000

Total Year 1 Direct Costs		**Total**
TOTAL		$422,000

Total Year 1 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$13,504

Total Year 1 Costs		**Total**
		$435,504

Federal Magnet Grant
Location: 141
Year 2

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services Subtotal				$214,206

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$7,538
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$506
Fringe Benefits Subtotal		$72,220

Travel			**Total**
Travel expenses for key personnel to attend Magnet Conferences			
Magnet Schools of America Conference			
1 Principal, 2 MRS, 2 Staff	5	$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	

Magnet Sign Display	$5,000
Supplies	**Total**
Supplies List for Magnet School	
Dell Computers	$10,000
Student Agendas	2,000
Novel: Carl Hiaasen; Hoot	$4,596
Novel: Carl Hiaasen; Flush	$4,596
Novel: Carl Hiaasen; Scat	$4,596
Environmental Quality Labs 6 Investigations Test	$2,000
Air Quality Lab Investigation	$630
Acid Rain Survey	$630
Water Quality Back Pack Kit	$60
Environmentl Situation Cards	$500
Ocean Circulation Activity Model	$24
US Weather Map	$209
Cinometer	$110
Screw Cap Test Tubes	$86
Classroom Glassware Set	$560
Polyethylene Test Tube Rack	$56
Digital Thermometer	$200
Hygrometer Themometer	$75
Barometer	$92
Ph meter Digital	$440
White Board Graph Tablet double sided	$170
Storage Containers	$204
Food Analysis Kit	$210
Azola - living fern	$9
Blue-Green Algae Oscillatoria	$13
Blue-Green Algae Anabaena	$13
Green Algae Volovox	$13
Algae Set A	$49
Algae Set C	$48
Stentor	$22
Hydra	$14
Rotifiers	$11
Orion Skyquest XT8 Dobsonian Telescope	$660
Lamotte Soil Test Kit	$260
Marcolens Magnifier	$208
Orion solar filter for telescope	$218
Orion skyglow filter for telescope	$202
Star Chart	$40
Digital Camera - NikonD3000	$1,350
Graphing Calculators	$2,860
Flat screen TVs	$4,500
Acrylic case w/ lock	$500
Introduction to Technology Texts	$2,050
Poster paper Color Rolls	$1,000
World Book's Living Green School Library	$3,490
Supply Subtotal	$49,574

Contractual	**Total**
Consultant Services for Theme-Based Instruction	
Consultant Services for Curriculum Development	
Center for Architecture	$15,500
City College NY	$10,000
SolarONE Green Energy, Arts and Ed. Center	$10,000
Molloy College Technology Workshops	$4,000
Engineers Teaching Algebra	$6,000
The Colorado Renewable Energy Society	$5,500
Contractual Subtotal	$51,000

Construction	**Total**
None	

Other	**Total**
Advertising	
Materials	2,500
Postage	$1,000
Telephone	$1,000
Student Admissions	$13,000
Printing	2,500
Other Subtotal	20,000

Total Year 2 Direct Costs	**Total**
TOTAL	$422,000

Total Year 2 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$13,504

Total Year 2 Costs	**Total**
	$435,504

Federal Magnet Grant
Location: 141
Year 3

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services Subtotal				$214,206

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$7,538
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$506
Fringe Benefits Subtotal		$72,220

Travel				**Total**
Travel expenses for key personnel to attend Magnet Conferences				
Magnet Schools of America Conference				
1 Principal, 2 MRS, 2 Staff	5		$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	

8-Drive DVD HCL Autoloader Standalone Duplicator	$5,000
Supplies	**Total**
Supplies List for Magnet School	
Dell Computers	$10,000
Student Agendas	3,000
Polydron; School Geometry set	$2,800
Polydron; Technology set	$3,800
Polydron; Pyrimad set	$2,800
Polydron; Prism set	$2,500
World Book's Living Green Library	$3,490
Directional Condensor Microphone	$150
Photopaper	$500
Printer ink for digital camera	$800
Digital Movie Creator Video Camera	$900
Eras of Life Posters	$44
Pondlife Lab Investigation kit	$400
Ponflife Lab refill	$150
Astronomy kit	$600
Astronomy kit refill	$340
Antworks Habitats	$150
Alternative Energy Posters	$50
Doppler demonstrator	$160
Right angle prisms	$80
Printer ink paper	$2,500
Mac Computers	$10,000
Supply Subtotal	$45,214
Contractual	**Total**
Consultant Services for Theme-Based Instruction	
Consultant Services for Curriculum Development	
Center for Architecture	$15,500
City College NY	$10,000
SolarONE Green Energy, Arts and Ed. Center	$15,000
Molloy College Technology Workshops	$4,500
Engineers Teaching Algebra	$5,000
The Colorado Renewable Energy Society	$5,000
Contractual Subtotal	$55,000
Construction	**Total**
None	
Other	**Total**
Advertising	
Materials	2,500
Postage	$1,000
Telephone	$1,000
Student Admissions	$13,000
Printing	2,500
Other Subtotal	20,000
Total Year 3 Direct Costs	**Total**

TOTAL		$422,000

Total Year 3 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$13,504

Total Year 3 Costs	**Total**
	$435,504

Federal Magnet Grant
Location: 171
Year 1

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services Subtotal				$214,206

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$7,538
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$506
Fringe Benefits Subtotal		$72,220

Travel			**Total**
Travel expenses for key personnel to attend Magnet Conferences			
Magnet Schools of America Conference			
1 Principal, 2 MRS, 2 Staff	5	$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	

Dance Floor		$6,000
Supplies		**Total**
Supplies List for Magnet School		
Mirrors -Dance Room		3,600
Sound System		$3,500
Theme Trade Books		$4,044
Instruments		$16,250
Art Supplies		$16,250
		$43,644
Supply Subtotal		
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
LEAP		$18,930
Kupferberg Center for Visual and Performimg Art		$10,000
Noguchi Museum		$10,000
Queens Museum of Art		$10,000
Aaron Copland School of Music		$5,000
Contractual Subtotal		$53,930
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$15,000
Printing		2,500
Other Subtotal		22,000
Total Year 1 Direct Costs		**Total**
TOTAL		$422,000
Total Year 1 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$13,504
Total Year 1 Costs		**Total**
		$435,504

Federal Magnet Grant
Location: 171
Year 2

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services Subtotal				$214,206

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$7,538
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$506
Fringe Benefits Subtotal		$72,220

Travel			**Total**
Travel expenses for key personnel to attend Magnet Conferences			
Magnet Schools of America Conference			
1 Principal, 2 MRS, 2 Staff	5	$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	
Stage Curtains	$10,000

Supplies	**Total**
Supplies List for Magnet School	

Music software - Cakewalk		600
Digital Recording Track machine		$1,500
Theme Trade Books		$4,044
Instruments		$18,750
Art Supplies		$18,750
		$43,644
Supply Subtotal		
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
LEAP		$17,930
Kupferberg Center for Visual and Performimg Art		$9,000
Noguchi Museum		$9,000
Queens Museum of Art		$9,000
Aaron Copland School of Music		$5,000
Contractual Subtotal		$49,930
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$15,000
Printing		2,500
Other Subtotal		22,000
Total Year 2 Direct Costs		**Total**
TOTAL		$422,000
Total Year 2 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$13,504
Total Year 2 Costs		**Total**
		$435,504

Federal Magnet Grant
Location: 171
Year 3

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers Hourly Teachers - Curriculum Development Professional Development (Per Session)	476	100%	$84,000 41.98 per hr	$168,000 19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services Subtotal				$214,206

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$7,538
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$506
Fringe Benefits Subtotal		$72,220

Travel			**Total**
Travel expenses for key personnel to attend Magnet Conferences			
Magnet Schools of America Conference			
1 Principal, 2 MRS, 2 Staff	5	$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	

Magnet Sign Display		$5,000
Supplies		**Total**
Supplies List for Magnet School		
Video editing system		3,100
Digital video cameras - 10 x $400		$4,000
Mac Computers - 10 x $1000		$10,000
Theme Trade Books		$4,044
Instruments		$11,250
Art Supplies		$19,250
Supply Subtotal		$51,644
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
LEAP		$14,930
Kupferberg Center for Visual and Performimg Art		$9,000
Noguchi Museum		$9,000
Queens Museum of Art		$9,000
Aaron Copland School of Music		$5,000
Contractual Subtotal		$46,930
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$15,000
Printing		2,500
Other Subtotal		22,000
Total Year 3 Direct Costs		**Total**
TOTAL		$422,000
Total Year 3 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$13,504
Total Year 3 Costs		**Total**
		$435,504

Federal Magnet Grant
Location: 204
Year 1

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services Subtotal				$214,206

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$7,538
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$506
Fringe Benefits Subtotal		$72,220

Travel				**Total**
Travel expenses for key personnel to attend Magnet Conferences				
Magnet Schools of America Conference				
1 Principal, 2 MRS, 2 Staff	5		$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	

Flat screen -NEC AccuSync PV40-AVT 40" LCD TV	$5,000
Supplies	**Total**
Supplies List for Magnet School	
Laotop cart	$2,500
Laptopl Computers 15 x 1000	$15,000
8 x 12 Greenhouse	$4,000
Gardening Supplies- soil,seed,tools, etc	$5,345
Theme books- Health,Wellness,Horticulture	$6,280
Magazine subscription- Health/Gardening	$2,000
Environmental Quality Labs 6 Investigations Test	$2,000
Air Quality Lab Investigation	$630
Acid Rain Survey	$630
Water Quality Back Pack Kit	$60
Environmentl Situation Cards	$500
US Weather Map	$209
Food Analysis Kit	$210
Lamotte Soil Test Kit	$260
Magnifying glasses 200x 15	$3,000
classroom terrariums	$5,000
Orion solar filter for telescope	$218
Orion skyglow filter for telescope	$202
Star Chart	$40
World Book's Living Green School Library	$3,490
Supply Subtotal	$51,574
Contractual	**Total**
Consultant Services for Theme-Based Instruction	
Consultant Services for Curriculum Development	
GLOBE	$25,000
Con Edison Learning Center	$6,000
SolarONE Green Energy, Arts and Ed. Center	$10,000
Queens Center for the Urban Environment	$8,000
Contractual Subtotal	$49,000
Construction	**Total**
None	
Other	**Total**
Advertising	
Materials	2,500
Postage	$1,000
Telephone	$1,000
Student Admissions	$13,000
Printing	2,500
Other Subtotal	20,000
Total Year 1 Direct Costs	**Total**
TOTAL	$422,000
Total Year 1 Indirect	**Total**

Costs		
Indirect Cost Rate	3.20%	$13,504

Total Year 1 Costs	**Total**
	$435,504

Federal Magnet Grant
Location: 204
Year 2

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
Hourly Teachers - Extended Day (Per Session)	477		41.98 per hr	20,024
Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services Subtotal				$214,206

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$7,538
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$506
Fringe Benefits Subtotal		$72,220

Travel			**Total**
Travel expenses for key personnel to attend Magnet Conferences			
Magnet Schools of America Conference			
1 Principal, 2 MRS, 2 Staff	5	$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	

Magnet Sign Display		$5,000
Supplies		**Total**
Supplies List for Magnet School		
Laptopl Computers 15 x 1000		$15,000
Smart boards - 4 x $2500		$10,000
printers - 10 x $200		$2,000
Gardening Supplies- soil,seed,tools, etc		$5,514
Theme books- Health,Wellness,Horticulture		$4,280
Magazine subscription- Health/Gardening		$2,000
Environmental Quality Labs 6 Investigations Test		$2,000
Air Quality Lab Investigation		$630
Acid Rain Survey		$630
Water Quality Back Pack Kit		$60
Environmentl Situation Cards		$500
Food Analysis Kit		$210
Lamotte Soil Test Kit		$260
Magnifying glasses 200x 15		$3,000
classroom terrariums		$5,000
World Book's Living Green School Library		$3,490
Supply Subtotal		$54,574
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
GLOBE		$25,000
Con Edison Learning Center		$3,000
SolarONE Green Energy, Arts and Ed. Center		$10,000
Queens Center for the Urban Environment		$8,000
Contractual Subtotal		$46,000
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$13,000
Printing		2,500
Other Subtotal		20,000
Total Year 2 Direct Costs		**Total**
TOTAL		$422,000
Total Year 2 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$13,504

Total Year 2 Costs	**Total**
	$435,504

Federal Magnet Grant
Location: 204
Year 3

Personnel				
Position	#	Time Paid for by Project	Rate	Total
Project Resource Teachers	2	100%	$84,000	$168,000
Hourly Teachers - Curriculum Development Professional Development (Per Session)	476		41.98 per hr	19,983
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Per Diem Substitutes to Allow for Staff Development	40		$154.97	$6,199
Personnel Services Subtotal				$214,206

Fringe Benefits		**Total**
Contractual Rate for All Hourly Personnel	18.84%	$7,538
Contractual Rate for All Full Time Personnel	38.20%	$64,176
Contractual Rate All Per diem Sub Personnel	8.15%	$506
Fringe Benefits Subtotal		$72,220

Travel			**Total**
Travel expenses for key personnel to attend Magnet Conferences			
Magnet Schools of America Conference			
1 Principal, 2 MRS, 2 Staff	5	$2,000 each	$10,000

Equipment	**Total**
Equipment for Magnet School	

8-Drive DVD HCL Autoloader Standalone Duplicator		$5,000
Supplies		**Total**
Supplies List for Magnet School		
Laptopl Computers 20 x 1000		$20,000
Smart boards - 4 x $2500		$10,000
printers - 10 x $200		$2,000
Digital cameras - 20 x $200		$4,000
Gardening Supplies- soil,seed,tools, etc		$5,084
Theme books- Health,Wellness,Horticulture		$5,000
Magazine subscription- Health/Gardening		$2,000
World Book's Living Green School Library		$3,490
Supply Subtotal		$51,574
Contractual		**Total**
Consultant Services for Theme-Based Instruction		
Consultant Services for Curriculum Development		
GLOBE		$25,000
Con Edison Learning Center		$5,000
SolarONE Green Energy, Arts and Ed. Center		$10,000
Queens Center for the Urban Environment		$9,000
Contractual Subtotal		$49,000
Construction		**Total**
None		
Other		**Total**
Advertising		
Materials		2,500
Postage		$1,000
Telephone		$1,000
Student Admissions		$13,000
Printing		2,500
Other Subtotal		20,000
Total Year 3 Direct Costs		**Total**
TOTAL		$422,000

Total Year 3 Indirect Costs		**Total**
Indirect Cost Rate	3.20%	$13,504

Total Year 3 Costs **Total**
$435,504