

APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: New York States Education Department	Applicant's Mailing Address: 89 Washington Avenue Albany, New York 12234
State Contact for the School Improvement Grant Name: Ira Schwartz Position and Office: Assistant Commissioner Contact's Mailing Address: Office of School Improvement and Community Services (Brooklyn) 55 Hanson Place Brooklyn, New York 11217 Telephone: (718) 722-2796 Fax: (718) 722-4559 Email address: Ischwartz@mail.nysed.gov	
Chief State School Officer (Printed Name): David M. Steiner	Telephone: (518) 474-5844
Signature of the Chief State School Officer: X 	Date:
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

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State Contact for the School Improvement Grant  Name: Ira Schwartz .  Position and Office: Assistant Commissioner  Contact's Mailing Address:  Office of School Improvement and Community Services (Brooklyn) 55 Hanson Place Brooklyn, New York 11217  Telephone: (718) 722-2796  Fax: (718) 722-4559  Email address: Ischwart@mail.nysed.gov	
Chief State School Officer (Printed Name):  David M. Steiner	Telephone:  (518) 474-5844
Signature of the Chief State School Officer:  X _____	Date:
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**Part I: SEA Requirements:**

**A. List of Eligible Schools:**

**List of eligible Tier I, II & III schools by LEA**

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
<b>ALBANY CITY SD NCES ID # 3602460</b>						
ALBANY HIGH SCHOOL	00014		√			
WILLIAM S HACKETT MIDDLE SCHOOL	00032			√		
PHILIP LIVINGSTON MAGNET ACADEMY	00018			√		
NORTH ALBANY ACADEMY	00024			√		
GIFFEN MEMORIAL ELEMENTARY SCHOOL	00016			√		
<b>AMITYVILLE UFSD NCES ID # 3602940</b>						
PARK AVENUE SCHOOL	00066			√		
EDMUND W MILES MIDDLE SCHOOL	00062			√		
<b>AMSTERDAM CITY SD NCES ID # 3602970</b>						
R J MCNULTY ACADEMY	00073			√		
WILLIAM B TECLER ARTS IN EDUCATION	00074			√		
<b>AUBURN CITY SD NCES ID # 3603480</b>						
EAST MIDDLE SCHOOL	00103			√		
<b>BEACON CITY SD NCES ID # 3604140</b>						
SARGENT SCHOOL	00181			√		
<b>BOLTON CITY SD NCES ID # 3605010</b>						
BOLTON CENTRAL SCHOOL	00240			√		
<b>BRENTWOOD UFSD NCES ID # 3605280</b>						
LORETTA PARK ELEMENTARY SCHOOL	00252			√		
NORTH ELEMENTARY SCHOOL	00253			√		

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
NORTHEAST ELEMENTARY SCHOOL	00255			√		
NORTH MIDDLE SCHOOL	00254			√		
HEMLOCK ELEMENTARY SCHOOL	00250			√		
<b>BUFFALO CITY SD NCES ID # 3605850</b>						
DR MARTIN LUTHER KING, JR MULTICUL	00305	√				
INTERNATIONAL SCHOOL	00341	√				
BURGARD VOC HIGH SCHOOL	00301	√				
BENNETT HIGH SCHOOL	00296		√			
LAFAYETTE HIGH SCHOOL	00314		√			
RIVERSIDE INSTITUTE OF TECHNOLOGY	00375		√		√	
SOUTH PARK HIGH SCHOOL	00378		√		√	
PS 43 DISCOVERY ELEMENTARY	00339			√		
CAMPUS WEST SCHOOL	00303			√		
GRABIARZ SCHOOL OF EXCELLENCE	03481			√		
FRANK A SEDITA SCHOOL #30	05858			√		
PS 59 DR CHARLES DREW SCI MAGNET	00350			√		
HERMAN BADILLO COMMUNITY SCHOOL	00310			√		
HARVEY AUSTIN SCHOOL #97	05600			√		
BUFFALO ELEM SCH OF TECHNOLOGY	00295			√		
PS 37 FUTURES ACADEMY	00335			√		
GROVER CLEVELAND HIGH SCHOOL	00309			√		
WEST HERTEL ELEMENTARY SCHOOL	00382			√		
MONTESSORI AT #78	00316			√		
THE ACADEMY SCHOOL #131	05852			√		
PS 17	00317			√		
BILINGUAL CENTER	00333			√		
WATERFRONT SCHOOL	00381			√		
DR A PANTOJA COMM SCH EXCELLENCE	00323			√		
<b>CANISTEO-GREENWOOD CITY SD NCES ID # 3600124</b>						
CANISTEO-GREENWOOD MIDDLE SCHOOL	05739			√		
<b>CENTER MORICHES UFSD NCES ID # 3606840</b>						
CLAYTON HUEY ELEMENTARY SCHOOL	00469			√		

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
<b>CENTRAL ISLIP UFSD NCES ID # 3606870</b>						
CENTRAL ISLIP SENIOR HIGH SCHOOL	00473			√		
<b>CHEEKTOWAGA-SLOAN UFSD NCES ID # 3627000</b>						
JOHN F KENNEDY SENIOR HIGH SCHOOL	03672			√		
<b>DERUYTER CITY SD NCES ID # 3608850</b>						
DERUYTER HIGH SCHOOL	00670			√		
<b>EAST IRONDEQUOIT CITY SD NCES ID # 3609690</b>						
DURAND-EASTMAN INTERMEDIATE SCHOOL	00740			√		
<b>ELMIRA CITY SD NCES ID # 3610560</b>						
ELMIRA ALT HS AT WASHINGTON SCHOOL	05595			√		
ELMIRA FREE ACADEMY	00814			√		
DIVEN SCHOOL	00816			√		
<b>FARMINGDALE UFSD NCES ID # 3610980</b>						
SALTZMAN EAST MEMORIAL ELEM SCH	00876			√		
<b>GREEN ISLAND UFSD NCES ID # 3612660</b>						
HEATLY SCHOOL	01043			√		
<b>GROTON CSD NCES ID # 3613020</b>						
GROTON ELEMENTARY SCHOOL	01067			√		
<b>HANNIBAL CITY SD NCES ID # 3613590</b>						
KENNEY MIDDLE SCHOOL	01111			√		
<b>HARTFORD CITY SD NCES ID # 3613830</b>						
HARTFORD CENTRAL SCHOOL	01129			√		
<b>HEMPSTEAD UFSD NCES ID # 3614130</b>						
HEMPSTEAD HIGH SCHOOL	01152			√		
<b>HORSEHEADS CITY SD NCES ID # 3614850</b>						

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
GARDNER ROAD ELEMENTARY SCHOOL	01239			√		
<b>HUDSON CITY SD NCES ID # 3614940</b>						
HUDSON MIDDLE SCHOOL	01248			√		
GREENPORT SCHOOL	01247			√		
<b>ILION CITY SD NCES ID # 3615240</b>						
BARRINGER ROAD ELEMENTARY SCHOOL	01282			√		
<b>JOHN V LINDSAY WILDCAT ACAD CHARTER 3600053</b>						
JOHN V LINDSAY WILDCAT ACAD CHARTER	04411			√		
<b>LACKAWANNA CITY SD NCES ID # 3616440</b>						
MARTIN ROAD ELEMENTARY SCHOOL	05578			√		
<b>LANSINGBURGH CITY SD NCES ID # 3616740</b>						
KNICKERBACKER MIDDLE SCHOOL	01492			√		
<b>LIVINGSTON MANOR CITY SD NCES ID # 3617580</b>						
LIVINGSTON MANOR HIGH SCHOOLS	01575			√		
<b>MALONE CITY SD NCES ID # 3618180</b>						
ST JOSEPH'S ELEMENTARY SCHOOL	01639			√		
<b>MASSENA CITY SD NCES ID # 3618660</b>						
J WILLIAM LEARY JUNIOR HIGH SCHOOL	01694			√		
<b>MIDDLETOWN CITY SD NCES ID # 3619320</b>						
MIDDLETOWN HIGH SCHOOL	01766			√		
MAPLE HILL ELEMENTARY SCHOOL	03199			√		
<b>MONTICELLO CITY SD NCES ID # 3619740</b>						
MONTICELLO HIGH SCHOOL	01810			√		
<b>MT VERNON CITY SD NCES ID # 3620100</b>						
NELSON MANDELA COMM HS-COLUMBUS BLDG	00365			√		

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
MT VERNON HIGH SCHOOL	01839			√		
COLUMBUS SCHOOL AT THE FRANKO BLDG	01832			√		
THORNTON SCHOOL	05949			√		
<b>NEWARK CITY SD NCES ID # 3620640</b>						
NORMAN R KELLEY INTERMEDIATE SCH	02896			√		
<b>NEWBURGH CITY SD NCES ID # 3620700</b>						
HERITAGE JUNIOR HIGH SCHOOL	04486			√		
NORTH JUNIOR HIGH SCHOOL	02911			√		
NEWBURGH FREE ACADEMY	02910			√		
SOUTH JUNIOR HIGH SCHOOL	02912			√		
TEMPLE HILL SCHOOL	02913			√		
<b>NIAGARA-WHEATFIELD CITY SD NCES ID # 3620850</b>						
COLONIAL VILLAGE ELEMENTARY SCHOOL	02948			√		
<b>NORTH ROSE-WOLCOTT CITY SD NCES ID # 3616980</b>						
NORTH ROSE-WOLCOTT MIDDLE SCHOOL	01514			√		
<b>NORTH SYRACUSE CITY SD NCES ID # 3621210</b>						
SMITH ROAD ELEMENTARY SCHOOL	03005			√		
NORTH SYRACUSE JUNIOR HIGH SCHOOL	03001			√		
<b>NYC GEOG DIST # 1 NCES ID # 3600076</b>						
MARTA VALLE SECONDARY SCHOOL	01275			√		
HENRY STREET SCHOOL	05614			√		
PS 140 NATHAN STRAUS	02511			√		
UNIVERSITY NEIGHBORHOOD HIGH SCHOOL	05616			√		
<b>NYC GEOG DIST # 2 NCES ID # 3600077</b>						
WASHINGTON IRVING HIGH SCHOOL	02885	√				
UNITY CENTER FOR URBAN TECHNOLOGIES	00595	√			√	
CHELSEA CAREER AND TECH ED HS	01934	√			√	
NORMAN THOMAS HIGH SCHOOL	02039	√			√	
HS OF GRAPHIC COMMUNICATION ARTS	04519	√			√	

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
MURRY BERGTRAUM HS FOR BUSS CAR	02034			√		
IS 131	04402			√		
BAYARD RUSTIN EDUCATIONAL COMPLEX	04401			√		
LIBERTY HIGH SCH ACAD-NEWCOMERS	00637			√		
SCHOOL-PHYSICAL CITY HIGH SCHOOL	00673			√		
HARVEY MILK HIGH SCHOOL	05522			√		
<b>NYC GEOG DIST # 3 NCES ID # 3600078</b>						
JHS 44 WILLIAM J O'SHEA	02197			√		
LOUIS D BRANDEIS HIGH SCHOOL	02023			√		
PS 145 BLOOMINGDALE	02525			√		
PS 241 FAMILY ACADEMY	03550			√		
<b>NYC GEOG DIST # 4 NCES ID # 3600079</b>						
TITO PUENTO EDUCATION COMPLEX	04449			√		
JHS 45 JOHN S ROBERTS	02200			√		
PS 101 ANDREW DRAPER	02381			√		
ACADEMY OF ENVIRONMENTAL SCIENCE	02927			√		
MS 224 MANHATTAN EAST	04412			√		
<b>NYC GEOG DIST # 5 NCES ID # 3600081</b>						
BREAD & ROSES INTEGRATED ARTS HS	02938	√			√	
PS 125 RALPH BUNCHE	02462			√		
IS 195 ROBERTO CLEMENTE	01993			√		
CHOIR ACADEMY OF HARLEM	00590			√		
PS 194 COUNTEE CULLEN	02663			√		
PS 200 JAMES MCCUNE SMITH	02680			√		
<b>NYC GEOG DIST # 6 NCES ID # 3600083</b>						
JHS 52 INWOOD	04451			√		
PS 128 AUDUBON	02472			√		
PS 4 DUKE ELLINGTON	01675			√		
PS 8 LUIS BELLIARD	01676			√		
PS 115 ALEXANDER HUMBOLDT	02431			√		
JHS 143 ELEANOR ROOSEVELT	02519			√		
IS 218 SALOME UKENA	00152			√		
MS 322	05782			√		

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
PS 98 SHORAC KAPPOCK	02374			√		
PS 18 PARK TERRACE	00523			√		
PS 210 21ST CENTURY ACADEMY	02872			√		
MS 321 MINERVA	05646			√		
MS 328 MANH MIDDLE SCH-SCIENCE	05649			√		
PS 152 DYCKMAN VALLEY	02546			√		
<b>NYC GEOG DIST # 7 NCES ID # 3600084</b>						
PS 65 MOTHER HALE ACADEMY	02269	√				
ALFRED E SMITH CAREER-TECH HIGH SCH	01909			√		
PS 30 WILTON	02143			√		
PS 43 JONAS BRONCK	02191			√		
MS 203	05119			√		
PS/IS 224	05520			√		
NEW EXPLORERS HIGH SCHOOL	05517			√		
JHS 151 LOU GEHRIG	01983			√		
JHS 162 L RODRIGUEZ DE TIO	04460			√		
PS 49 WILLIS AVENUE	02218			√		
SAMUEL GOMPERS CAREER/TECH ED HS	02866			√		
PS/MS 31 WILLIAM L GARRISON	02147			√		
PS 18 JOHN PETER ZENGER	02098			√		
PS 25 BILINGUAL	02122			√		
PS 277	03738			√		
<b>NYC GEOG DIST # 8 NCES ID # 3600085</b>						
JANE ADDAMS HS FOR ACADEMIC CAREERS	02011	√			√	
PS 75	02302			√		
JHS 125 HENRY HUDSON	02463			√		
PS 152 EVERGREEN	02547			√		
HERBERT H LEHMAN HIGH SCHOOL	01964			√		
PS 72 DR WILLIAM DORNEY	02295			√		
BANANA KELLY HIGH SCHOOL	02968			√		
GATEWAY SCHOOL	05660			√		
HOLCOMBE L RUCKER SCHOOL OF COMMUNIT	05876			√		
BRONX GUILD HIGH SCHOOL	05186			√		

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
SCH-COMMUNITY RESEARCH & LEARNING	05507			√		
PS 62 INOCENSIO CASANOVA	02264			√		
PS 130 ABRAM STEVEN HEWITT	02479			√		
MILLENIUUM ART ACADEMY	05654			√		
PS 93 ALBERT G OLIVER	02354			√		
MS 302 LUISA DESSUS CRUZ	05122			√		
<b>NYC GEOG DIST # 9 NCES ID # 3600086</b>						
PS 114 LUIS LORENS TORRES	02276			√		
JHS 145 ARTURO TOSCANINI	02528			√		
IS 339	03780			√		
IS 219 NEW VENTURE	03747			√		
IS 232	04876			√		
PS 230 DR ROLAND N PATTERSON	04355			√		
NEW MILLENNIUM BUSINESS ACAD MS	05667			√		
PS/MS 4 CROTONA PARK WEST	05191			√		
PS 55 BENJAMIN FRANKLIN	02238			√		
PS 64 PURA BELPRE	05542			√		
PS 70 MAX SCHOENFELD	02288			√		
PS 73	02298			√		
IS 117 JOSEPH H WADE	05192			√		
JHS 166 ROBERTO CLEMENTE	01986			√		
IS 313 SCHOOL OF LEADERSHIP DEV	03767			√		
JHS 22 JORDAN L MOTT	04461			√		
PS 132 GARRETT A MORGAN	02486			√		
FREDERICK DOUGLAS ACAD III SEC	05668			√		
DREAMYARD PREPARATORY SCHOOL	05882			√		
PS 199X THE SHAKESPEARE SCHOOL	04459			√		
URBAN SCIENCE ACADEMY	05665			√		
IS 229 ROLAND PATTERSON	02737			√		
<b>NYC GEOG DIST # 10 NCES ID # 3600087</b>						
FORDHAM LEADERSHIP ACADEMY	05184	√			√	
JOHN F KENNEDY HIGH SCHOOL	02016	√			√	
GRACE H DODGE CAREER AND TECH HS	01958	√				
MS 390	03811			√		
MS 391	03812			√		

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DEWITT CLINTON HIGH SCHOOL	01940			√		
JHS 45 THOMAS C GIORDANO	02202			√		
PS 46 EDGAR ALLEN POE	02204			√		
PS/IS 54	03783			√		
JHS 80 MOSHOLU PARKWAY	02316			√		
PS 279 CAPT MANUEL RIVERA JR	00183			√		
PS 306	01307			√		
MS 399	03823			√		
THE BRONX SCHOOL OF SCI INQUIRY & IN	05675			√		
PULSE HIGH SCHOOL	05760			√		
PS 79 CRESTON	02313			√		
IS 206 ANN MERSEREAU	04310			√		
PS 226	04731			√		
PS 291	01306			√		
DISCOVERY HIGH SCHOOL	05557			√		
PS 56 NORWOOD HEIGHTS	02244			√		
PS 7 KINGSBRIDGE	02060			√		
PS 94 KINGS COLLEGE	02357			√		
IS 254	03794			√		
PS 310 MARBLE HILL	02210			√		
PS 85 GREAT EXPECTATIONS	05139			√		
<b>NYC GEOG DIST # 11 NCES ID # 3600088</b>						
CHRISTOPHER COLUMBUS HIGH SCHOOL	01935	√				
JHS 144 MICHELANGELO	02524			√		
HARRY S TRUMAN HIGH SCHOOL	01963			√		
PS 112 BRONXWOOD	02419			√		
JHS 142 JOHN PHILIP SOUSA	02517			√		
GLOBAL ENTERPRISE HIGH SCHOOL	05559			√		
PS 97	02368			√		
PS 78 ANNE HUTCHINSON	02312			√		
PS 89	02342			√		
PS 103 HECTOR FONTANEZ	02389			√		
<b>NYC GEOG DIST # 12 NCES ID # 3600090</b>						
MONROE ACAD FOR BUSINESS & LAW	01339	√			√	
EXPLORATIONS ACADEMY				√		

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
BUSINESS SCHOOL ENTREPREN STUDIES	05168			√		
PS 195	03353			√		
SCHOOL OF PERFORMING ARTS	05169			√		
PS 6 WEST FARMS	02059			√		
JHS 98 HERMAN RIDDER	02373			√		
PS 102 JOSEPH O LORETAN	02388			√		
PS 198	02672			√		
SCHOOL OF SCIENCE & APPLIED LRNG	05807			√		
BRONX COALITION COMM HIGH SCHOOL	01315			√		
PS 44 DAVID C FARRAGUT	02194			√		
PS 212	01309			√		
FANNIE LOU HAMER MIDDLE SCHOOL	05806			√		
PS 50 CLARA BARTON	02219			√		
BRONX REGIONAL HIGH SCHOOL	00744			√		
<b>NYC GEOG DIST # 13 NCES ID # 3600091</b>						
GEORGE WESTINGHOUSE CAREER/TECH HS	01955			√		
PS 287 BAILEY K ASHFORD	02796			√		
BROOKLYN COMM HS-COMM, ARTS, MEDIA	05962			√		
<b>NYC GEOG DIST # 14 NCES ID # 3600119</b>						
AUTOMOTIVE HIGH SCHOOL	01913	√			√	
PS 19 ROBERTO CLEMENTE	02865			√		
EL PUENTE ACAD FOR PEACE AND JUSTICE	00892			√		
JHS 50 JOHN D WELLS	02221			√		
JOHN ERICSSON MIDDLE SCHOOL 126	02467			√		
PS 84 JOSE DE DIEGO	02326			√		
PS 16 LEONARD DUNKLY	02091			√		
LYONS COMMUNITY SCHOOL	05933			√		
HIGH SCHOOL FOR LEGAL STUDIES	03078			√		
<b>NYC GEOG DIST # 15 NCES ID # 3600092</b>						
SCHOOL FOR GLOBAL STUDIES	01377	√			√	
COBBLE HILL SCHOOL OF AMERICAN STUD	03389	√			√	
METROPOLITAN CORPORATE ACADEMY	00826	√				
PS 24	02993			√		
IS 136 CHARLES O DEWEY	05513			√		

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AGNES Y HUMPHREY SCH FOR LEADERSHIP	02132			√		
SOUTH BROOKLYN COMM HIGH SCHOOL	05243			√		
SCHOOL FOR INTNTL STUDIES	04890			√		
ACORN HIGH SCHOOL-SOCIAL JUSTICE	04079			√		
<b>NYC GEOG DIST # 16 NCES ID # 3600094</b>						
BOYS & GIRLS HIGH SCHOOL	01921	√				
MS 267 MATH SCIENCE & TECH	04053			√		
<b>NYC GEOG DIST # 17 NCES ID # 3600095</b>						
PAUL ROBESON HIGH SCHOOL	01908	√				
MS 2	01344			√		
MS 246 WALT WHITMAN	02760			√		
W E B DUBOIS ACADEMIC HIGH SCHOOL	04495			√		
PS 191 PAUL ROBESON	02656			√		
MIDDLE SCHOOL FOR THE ARTS	05711			√		
MS-ACADEMIC & SOCIAL EXCELLENCE	05817			√		
PS 6	00799			√		
THE SCHOOL FOR HUMAN RIGHTS	05709			√		
MS 61 GLADSTONE H ATWELL	02262			√		
EBBETTS FIELD MIDDLE SCHOOL	05818			√		
PS 375 JACKIE ROBINSON	04882			√		
PS 398 WALTER WEAVER	02833			√		
<b>NYC GEOG DIST # 18 NCES ID # 3600096</b>						
IS 68 ISAAC BILDERSEE	02283			√		
SAMUEL J TILDEN HIGH SCHOOL	02867			√		
SOUTH SHORE HIGH SCHOOL	02875			√		
<b>NYC GEOG DIST # 19 NCES ID # 3600120</b>						
W H MAXWELL CAREER AND TECH HS	02889	√				
JHS 166 GEORGE GERSHWIN	02595			√		
PS 13 ROBERTO CLEMENTE	02080			√		
JHS 292 MARGARET S DOUGLAS	02800			√		
JHS 302 RAFAEL CORDERO	01998			√		
PS 328 PHYLLIS WHEATLEY	02820			√		

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
FRANKLIN K LANE HIGH SCHOOL	01954			√		
PS 214 MICHAEL FRIEDSAM	02712			√		
PS 159 ISAAC PITKIN	02572			√		
<b>NYC GEOG DIST # 20 NCES ID # 3600151</b>						
FRANKLIN D ROOSEVELT HIGH SCHOOL	01947	√			√	
NEW UTRECHT HIGH SCHOOL	02036			√		
JHS 62 DITMAS	02266			√		
FORT HAMILTON HIGH SCHOOL	01952			√		
JHS 259 WILLIAM MCKINLEY	02775			√		
PS 179 KENSINGTON	02625			√		
<b>NYC GEOG DIST # 21 NCES ID # 3600152</b>						
JOHN DEWEY HIGH SCHOOL	04312	√			√	
WILLIAM E GRADY VOCATIONAL HIGH SCH	02888	√			√	
PS 288 SHIRLEY TANYHILL	02797			√		
LAFAYETTE HIGH SCHOOL	04403			√		
ABRAHAM LINCOLN HIGH SCHOOL	01906			√		
PS 90 EDNA COHEN	02346			√		
PS 226 ALFRED DE B MASON	02734			√		
<b>NYC GEOG DIST # 22 NCES ID # 3600153</b>						
SHEEPSHEAD BAY HIGH SCHOOL	02873		√		√	
PS 109	01788			√		
PS 251 PAEDERGAT	02853			√		
PS 198	02673			√		
<b>NYC GEOG DIST # 23 NCES ID # 3600121</b>						
EBC/ENY HIGH SCHOOL-PUBLIC SAFETY	00857			√		
PS 284 LEW WALLACE	02794			√		
PS/IS 155 NICHOLAS HERKIMER	02559			√		
PS 150 CHRISTOPHER	02542			√		
PS 156 WAVERLY	02564			√		

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
<b>NYC GEOG DIST # 24 NCES ID # 3600098</b>						
NEWTOWN HIGH SCHOOL	02038	√			√	
GROVER CLEVELAND HIGH SCHOOL	01959	√			√	
QUEENS VOCATIONAL-TECHNICAL HS	02860	√			√	
PS 14 FAIRVIEW	02084			√		
PS 91 RICHARD ARKWRIGHT	02349			√		
IS 5 WALTER CROWLEY	03117			√		
IS 61 LEONARDO DA VINCI	02263			√		
PS 89 ELMHURST	02343			√		
PS 153 MASPETH ELEMENTARY	02551			√		
<b>NYC GEOG DIST # 25 NCES ID # 3600122</b>						
FLUSHING HIGH SCHOOL	01950	√			√	
JOHN BOWNE HIGH SCHOOL	02014			√		
<b>NYC GEOG DIST # 27 NCES ID # 3600123</b>						
AUGUST MARTIN HIGH SCHOOL	01912	√				
BEACH CHANNEL HIGH SCHOOL	01918	√			√	
JOHN ADAMS HIGH SCHOOL	02013	√			√	
RICHMOND HILL HIGH SCHOOL	02863		√			
PS 42 R VERNAM	02190			√		
IS 53 BRIAN PICCOLO	01972			√		
PS 225 SEASIDE	02732			√		
JHS 226 VIRGIL I GRISSOM	01995			√		
FAR ROCKAWAY HIGH SCHOOL	01948			√		
<b>NYC GEOG DIST # 28 NCES ID # 3600100</b>						
JAMAICA HIGH SCHOOL	02008	√			√	
FOREST HILLS HIGH SCHOOL	01951			√		
MS 72 CATHERINE & COUNT BASIE	02297			√		
HILLCREST HIGH SCHOOL	01965			√		
JHS 157 STEPHEN A HALSEY	02567			√		
<b>NYC GEOG DIST # 29 NCES ID # 3600101</b>						
IS 192 THE LINDEN	02659			√		

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
IS 238 SUSAN B ANTHONY	01997			√		
PS 116 WILLIAM C HUGHLEY	02432			√		
PS 52	02227			√		
<b>NYC GEOG DIST # 30 NCES ID # 3600102</b>						
LONG ISLAND CITY HIGH SCHOOL	02022	√			√	
ALBERT SHANKER SCH-VISUAL/PERF ARTS	02466			√		
IS 141 STEINWAY	02514			√		
IS 204 OLIVER W HOLMES	02688			√		
PS 127 AEROSPACE SCIENCE MAGNET	02470			√		
PS 17 HENRY DAVID THOREAU	02093			√		
PS 112 DUTCH KILLS	02420			√		
PS 234	05553			√		
PS 151 MARY D CARTER	02544			√		
NEWCOMERS HIGH SCHOOL	01821			√		
<b>NYC GEOG DIST # 31 NCES ID # 3600103</b>						
IS 2 GEORGE L EGBERT	02046			√		
IS 51 EDWIN MARKHAM	02057			√		
PORT RICHMOND HIGH SCHOOL	02850			√		
CURTIS HIGH SCHOOL	01939			√		
PS 16 JOHN J DRISCOLL	02090			√		
IS 27 ANNING S PRALL	02130			√		
IS 49 BERTHA A DREYFUS	02216			√		
NEW DORP HIGH SCHOOL	02035			√		
SUSAN E WAGNER HIGH SCHOOL	02878			√		
PS 57 HUBERT H HUMPHREY	02247			√		
IS 72 ROCCO LAURIE	01974			√		
PS 44 THOMAS C BROWN	02196			√		
<b>NYC GEOG DIST # 32 NCES ID # 3600097</b>						
JHS 291 ROLAND HAYES	02799			√		
IS 349 MATH, SCIENCE & TECHNOLOGY	04888			√		
BUSHWICK COMM HIGH SCHOOL	05725			√		

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
JHS 296 THE HALSEY	02803			√		
JHS 383 PHILIPPA SCHUYLER	02000			√		
PS 274 KOSCIUSKO	02788			√		
BUSHWICK SCHOOL FOR SOCIAL JUSTICE	05555			√		
PS 145 ANDREW JACKSON	02526			√		
PS 106 EDWARD EVERETT HALE	02400			√		
PS 299 THOMAS WARREN FIELD	02806			√		
EBC FOR PUBLIC SERVICE-BUSHWICK	00827			√		
<b>OGDENSBURG CITY SD NCES ID # 3621660</b>						
OGDENSBURG FREE ACADEMY	04325			√		
<b>OSWEGO CITY SD NCES ID # 3622050</b>						
OSWEGO HIGH SCHOOL	03130			√		
<b>PATCHOGUE-MEDFORD UFSD NCES ID # 3622470</b>						
SOUTH OCEAN MIDDLE SCHOOL	03168			√		
BAY ELEMENTARY SCHOOL	03160			√		
MEDFORD ELEMENTARY SCHOOL	03163			√		
<b>POUGHKEEPSIE CITY SD NCES ID # 3623760</b>						
W W SMITH SCHOOL	04616			√		
<b>RAVENA-COEYMANS-SELKIRK CITY SD NCES ID # 3624150</b>						
PIETER B COEYMANS SCHOOL	03324			√		
<b>RED HOOK CITY SD NCES ID # 3624240</b>						
MILL ROAD-INTERMEDIATE GRADES	00225			√		
<b>ROCHESTER CITY SD NCES ID # 3624750</b>						
EAST HIGH SCHOOL	03363	√				
JOHN MARSHALL HIGH SCHOOL	03368	√				
BIOSCIENCE & HEALTH CAR HS-FRANKLIN	04362	√				
SCH-BUSINESS FIN & ENTRP AT EDISON	05606	√			√	
SCHOOL OF ENGNRG & MFG-EDISON	05607	√				

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
SKILLED TRADES AT EDISON	05608	√			√	
GLOBAL MEDIA ARTS HIGH SCH-FRANKLIN	05585	√				
INTERNATIONAL FINANCE & ECON DEV HS	05587	√				
SCH OF IMAGNG & INFO TECH-EDISON	05609	√			√	
JAMES MONROE HIGH SCHOOL	03371			√		
SCHOOL 45-MARY MCLEOD BETHUNE	02005			√		
JOSEPH C WILSON MAGNET HIGH SCH	03422			√		
CHARLOTTE HIGH SCHOOL	03362			√		
SCHOOL 9-DR MARTIN LUTHER KING JR	03384			√		
THOMAS JEFFERSON HIGH SCHOOL	03367			√		
SCHOOL 5-JOHN WILLIAMS	03380			√		
SCHOOL 6-DAG HAMMARSKJOLD	03381			√		
SCHOOL 16-JOHN WALTON SPENCER	03390			√		
SCHOOL 28-HENRY HUDSON	04424			√		
SCHOOL 42-ABELARD REYNOLDS	03413			√		
NORTHEAST COLLEGE PREP HIGH SCHOOL	05856			√		
SCHOOL WITHOUT WALLS	03420			√		
DR FREDDIE THOMAS HIGH SCHOOL	05586			√		
SCHOOL 17-ENRICO FERMI	03391			√		
<b>ROME CITY SD NCES ID # 3624900</b>						
LYNDON H STROUGH MIDDLE SCHOOL	03446			√		
JERRY C CLOUGH ELEMENTARY SCHOOL	03444			√		
<b>ROOSEVELT UFSD NCES ID # 3624990</b>						
ROOSEVELT HIGH SCHOOL	03463	√				
ROOSEVELT MIDDLE SCHOOL	05611			√		
<b>SCHENECTADY CITY SD NCES ID # 3626010</b>						
ONEIDA MIDDLE SCHOOL	03586			√		
MONT PLEASANT MIDDLE SCHOOL	03585			√		
MARTIN LUTHER KING SCHOOL	03584			√		
PAIGE SCHOOL	03587			√		
CENTRAL PARK MIDDLE SCHOOL	03574			√		
<b>SCHOHARIE CITY SD NCES ID # 3626100</b>						

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
SCHOHARIE ELEMENTARY SCHOOL	03597			√		
<b>SYRACUSE CITY SD NCES ID # 3628590</b>						
HUGHES ELEMENTARY SCHOOL	03872	√				
DELAWARE ELEMENTARY SCHOOL	03852	√				
GEORGE FOWLER HIGH SCHOOL	03861		√			
HUNTINGTON SCHOOL	03865			√		
DR KING APPLIED SCI MAGNET SCHOOL	03854			√		
ELMWOOD ELEMENTARY SCHOOL	03857			√		
FRAZER SCHOOL K-8	03860			√		
BLODGETT K-8 SCHOOL	01848			√		
GRANT MIDDLE SCHOOL	03862			√		
SEYMOUR MAGNET SCHOOL-INTNTL HUMAN	03879			√		
DANFORTH MAGNET MIDDLE SCHOOL	03851			√		
BELLEVUE MIDDLE SCHOOL ACADEMY	05963			√		
MEACHEM ELEMENTARY SCHOOL	03870			√		
H W SMITH K-8 SCHOOL	03863			√		
FRANKLIN MAGNET SCHOOL-ARTS & MUSIC	03859			√		
<b>TROY CITY SD NCES ID # 3628950</b>						
W KENNETH DOYLE MIDDLE SCHOOL	03919			√		
PS 12	03914			√		
<b>UTICA CITY SD NCES ID # 3629370</b>						
THOMAS R PROCTOR HIGH SCHOOL	03963			√		
SENATOR JAMES H DONOVAN MIDDLE SCH	03962			√		
JOHN F KENNEDY MIDDLE SCHOOL	03952			√		
<b>WATERTOWN CITY SD NCES ID # 3630120</b>						
WATERTOWN SENIOR HIGH SCHOOL	04057			√		
<b>WELLSVILLE CITY SD NCES ID # 3630480</b>						
WELLSVILLE ELEMENTARY SCHOOL	04098			√		
<b>WHITE PLAINS CITY SD NCES ID # 3631260</b>						

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
NY HOSPITAL ANNEX	04182			√		
POST ROAD SCHOOL	04184			√		
<b>WYANDANCH UFSD NCES ID # 3631800</b>						
WYANDANCH MEMORIAL HIGH SCHOOL	04237			√		
<b>YONKERS CITY SD NCES ID # 3631920</b>						
EMERSON MIDDLE SCHOOL	04249	√				
ROOSEVELT HIGH SCHOOL	04250	√			√	
MLK JR HIGH TECH & COMPUTER MAGNE	04248			√		
SCHOOL 13	04258			√		
ROBERT C DODSON SCHOOL	00452			√		
MUSEUM SCHOOL 25	04267			√		
GORTON HIGH SCHOOL	04243			√		

## **Methodology for Identification of Persistently Lowest Achieving Schools:**

- Step 1:** The State determined that there are 433 Title I schools in improvement, corrective action, or restructuring and therefore the State must identify 22 as lowest achieving. The State further determined that since there are fewer than 100 schools that are among the lowest achieving secondary schools that are eligible for but do not receive Title I funds, the State must identify five of these schools as lowest achieving.
- Step 2:** The State determined its method for calculating combined English/language arts and mathematics proficiency rates for each school will be to sum the 2008-2009 All Students Performance Index<sup>1</sup> for each ELA and math measure for which a school is accountable (i.e. elementary and middle level ELA, elementary and middle level math, high school ELA and high school math) and divide the sum by the number of measures for which the school is accountable.
- Step 3:** The State determined that its method for determining “lack of progress” by the “all students” group on the State’s assessments would be to define lack of progress as a school having been designated to be in the restructuring phase of New York’s differentiated accountability system<sup>2</sup> and for a school to have failed to make at least a 25 point gain for the all students group between 05-06 and 08-09 for each ELA and math measure for which the school is accountable.
- Step 4:** Using the process identified in Step 2, the State ranked Title I schools from highest to lowest based on the academic achievement of the “all students” group.
- Step 5:** Using the process identified in Step 3, the State removed from consideration those schools that were not designating as lacking progress.
- Step 6:** On a case-by-case basis, the State removed from consideration transfer high schools as permitted by USED guidance.
- Step 7:** Starting with the school at the bottom of the list and counting up to the 22<sup>nd</sup> school on the list, the State obtained the list of the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring.
- Step 8:** The State identified the Title I high schools in improvement, corrective action, or restructuring that have had a graduation rate of less than 60 percent on the 2002, 2003, and 2004 total cohort that were not captured in the list of schools identified in Step 7.

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<sup>1</sup> As part of its approved NCLB accountability system, NY uses a Performance Index rather than percent proficient to make AYP determinations. USED informed NY that it may use its Performance Index to rank order schools.

<sup>2</sup> Under NY’s approved differentiated accountability model, NY has a unified accountability system for both Title I and non-Title I schools. Therefore, schools that are in the restructuring phase are those that have failed for the most years to make AYP, regardless of whether they are Title I or Non-Title I schools.

**Step 9:** The State added the high schools identified in Step 8 to the list of schools identified in Step 7.

**Step 10:** Using the process identified in Step 2, the State ranked the secondary schools that are eligible for, but do not receive, Title I funds from highest to lowest based on the academic achievement of the “all students” group.

**Step 11:** Using the process identified in Step 3, the State removed from consideration those schools that were not designating as lacking progress.

**Step 12:** On a case-by-case basis, the State removed from consideration transfer high schools as permitted by USED guidance.

**Step 13:** Starting with the school at the bottom of the list and counting up to the fifth school on the list, the State obtained the list of the lowest-achieving five secondary schools that are eligible for but do not receive Title I schools.

**Step 14:** The State identified the high schools that are eligible for but do not receive Title I funds that have had a graduation rate of less than 60 percent on the 2002, 2003, and 2004 total cohort that were not captured in the list of schools identified in Step 7.

**Step 15:** The State added the high schools identified in Step 14 to the list of schools identified in Step 13.

**B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA’s application for a School Improvement Grant.**

**Part 1:**

**1. The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEAs application and has selected an intervention for each school.**

NYSED will require LEAs to describe a process for conducting needs analysis in each identified school and matching the results of the analysis to the appropriate model. The needs analysis described must include data on student performance by sub-group and the type of assessments that are being used to establish student performance benchmarks. In addition, LEAs will use the NYSED Report Cards to analyze school demographic profiles, which include student and teacher mobility, student to teacher ratios, class size, attendance rates, teacher certification profiles and years of services, and general socio-economic profile of the school community. Finally, identified schools will use data from Joint Intervention Team visits and site reports to assist in identification of the root causes that are preventing student achievement and the selection of an appropriate intervention model.

NYSED will determine whether the needs analysis is appropriate through use of a rubric. A particular score on the rubric will indicate specific next steps that the LEA must take in regards to its implementation plan. For example, a plan which does not include a needs analysis would result in disapproval for the LEA application while an incomplete needs analysis would result in a request for additional information.

**2. The LEA has demonstrated it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEAs application in order to implement fully and effectively the selected intervention in each of those schools.**

NYSED's LEA SIG application requires that LEAs demonstrate they have the capacity to implement fully and effectively the selected intervention in each identified school. Specifically, the LEA must provide information and plans regarding: overall LEA capacity to implement the selected intervention model(s); obstacles that may hinder implementation strategies to address these obstacles; and LEA-level activities (and timeline) for implementation of the selected model(s).

First, NYSED requires LEAs to demonstrate overall capacity to implement one of the four models in each identified school. This capacity could be demonstrated by emphasizing the credentials of staff who have the capability to implement one of the school intervention models. The LEA might also indicate its ability to recruit new principals to implement the turnaround and transformation models or the availability of CMOs and EMOs it could enlist to implement the restart model. The LEA might also indicate the support of its teachers' union with respect to the staffing and teacher evaluation requirements in the turnaround and transformation models, the commitment of its school board to eliminate any barriers to facilitate full and effective implementation of the models, and the support of staff and parents in schools to be served. In addition, the LEA must indicate through the timeline required in its application that it has the ability to get the basic elements of its selected models up and running by the beginning of the 2010–2011 school year.

Second, NYSED requires LEA's to identify obstacles to implementation of the four models. By asking LEA's to identify realistic constraints to implementation and to strategize ways of overcoming these obstacles, NYSED will also be able to provide targeted technical assistance to LEAs that address specific LEA needs. NYSED is working closely with leaders in the Tier I and TierII targeted districts to provide guidance and technical assistance to help LEAs navigate through the requirements of selecting and implementing an appropriate intervention model. Although the prescribed intervention models- specifically the Turnaround and Transformation models- include required actions that New York LEAs are capable of implementing, there are a number of new and different requirements that will be challenging for LEAs. New York believes that it is essential to help LEAs identify these potentially demanding areas so that technical assistance and support can be provided to help these LEAs and schools achieve implementation with the highest degree of fidelity.

NYSED also requires LEAs to provide a description of LEA level activities or services (including establishing operating conditions, planning, implementation, and monitoring) that will support the implementation of the four models in identified schools. The LEA is required to provide a timeline of these activities that extends over the three-year grant period, identify who will be responsible within the LEA for these activities, and include a description of their specific duties. NYSED will evaluate an LEA's capacity to implement the four models through use of a rubric. The rubric will be used to assess the LEA's overall capacity for implementation, the LEA's plan for addressing realistic obstacles to implementation, and the LEA's strategy over three years for model implementation, technical assistance, and monitoring. A particular score on the rubric will indicate specific next steps for the LEA, with appropriate technical assistance from NYSED. For example, if an LEA fails to prove it has the overall capacity to support model implementation in identified schools, then NYSED would determine that the LEA was ineligible for the School Improvement Grant. NYSED might then support the LEA in creating the capacity for implementation in order that the LEA might be eligible for SIG the following year. If an LEA provides information on obstacles to implementation without outlining strategies to overcome these obstacles, NYSED would work with the LEA to identify appropriate strategies.

**3. The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEAs application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).**

As part of NYSED's LEA SIG application, LEA's will be required to provide evidence of sufficient funding in four ways. In the implementation plan for each identified school, LEAs are asked to 1) provide a description of costs associated with each action in the selected intervention model 2) identify the total amount the implementation model will cost, 3) provide a description of how that cost will be funded with both SIG monies and LEA contributions and 4) complete a budget narrative that outlines the LEAs total expenditures for professional and support staff, purchased services (such as consultants), supplies and materials, travel, employee benefits, and equipment. This narrative must be aligned with the description of costs found in the individual implementation plan for each school.

NYSED has access to information regarding all funding sources, including state and federal funds that are available to the targeted LEAs. The Model Implementation Plan that LEAs submit requires LEAs to provide information regarding the type and amounts of funding that are being projected to support implementation over three years. By comparing the funding source information from the state with the Model Implementation Plan submitted by the LEA, NYSED will be able to determine whether the LEA has adequately aligned other resources to sustain planned activities. Based on the results of this comparison, NYSED will be able to approve or amend SIG budgets to ensure alignment of resources with plans to sustain the initiative after SIG funds expire.

This information will allow the SEA to assess the LEAs/schools capacity to both implement and sustain the selected intervention on a year by year basis and the amount of Section 1003(g) SIG funds that would be needed on a yearly basis to support implementation.

**Part 2:**

**The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant but, most likely, will take after receiving a School Improvement Grant. Accordingly, an SEA must describe how it will assess the LEA's commitment to do the following:**

- 1. Design and implement interventions consistent with the final requirements.**
  - 2. Recruit, screen, and select external providers, if applicable, to insure quality.**
  - 3. Align other resources with the interventions.**
  - 4. Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.**
  - 5. Sustain the reforms after the funding period ends.**
- 1a. In addition to requiring LEAs to submit assurances that they will comply with the final requirements as noted in regulation, the New York State Education Department requires LEAs to describe specifically how the selected intervention models and final requirements will be implemented with fidelity in each school, through submission of a model implementation plan. In each model implementation plan, LEAs are required to: detail the process and results of a needs analysis and selection of the appropriate model and outline how each required action of the selected model will be accomplished, when each required action will occur over the three year grant period, and what the costs associated with the action will be. LEAs are also asked to detail usage of other funding sources to support implementation, intentions to modify practices or policies to support implementation, and plans for sustaining the model after the initial grant period. NYSED will use a rubric to determine whether the LEA has designed a comprehensive plan to implement the selected intervention model, consistent with final requirements. As stated before, a particular score on the rubric will indicate specific next steps for the LEA in regards to their model implementation plan.
- 2a. In the instances where external providers are to be used to facilitate implementation of any program activity/component, including the selection of an external vendor/partner to assist in the selection of the intervention model, the LEA will be required to summarize the procurement procedures used and provide a description of how vendors were identified and selected. NY plans to review the LEAs written response to the application and to also engage in a face-to-face interview of the LEA teams to ascertain what process was used to recruit, screen, select and match partners. The application and interview should yield evidence that the LEAs/schools:

- considered the gaps in and needs of the current academic and operational program.
- considered the needs of the students in the school and teachers in the building and thought prospectively about the design of how they wanted schools to be after implementation of the new model.
- understood the capacity of the providers who wanted to work in their district (past success with type of school, size of school, grade bands, population, new program design, etc).
- used a selective process to determine the best match between school/s and provider/s.

The face-to-face interview will enable NYSED reviewers to assess LEA understanding of how selected partners/vendors may be utilized to help drive implementation of planned interventions. For example, during the interviews LEAs may be asked to describe the process used to recruit, screen, select and match partners for the schools in the district; describe/diagram how the appropriate match between school and selected partner was arrived at, etc. This information will enable NYSED to assess whether the LEA has effectively considered their needs and addressed them in the recruitment of external partners and in their operational work plans.

3a. As previously noted, the LEA application form includes a Model Implementation Plan (attached) that requires the LEA to describe in detail each component of the selected intervention model, including the amount and source of funding that is to be used over a three year period. The intent is to have LEAs demonstrate how SIG funding is going to be managed and aligned with other resources to sustain activities that prove successful. NYSED expects LEAs to demonstrate how they will from one year to the next reduce SIG funds that are being used to support elements of the model that will be ongoing rather and replace them with other sources of funding in order to sustain successful practices over time.

4a. See answer to 1a.

5a. See answer to 1a and 3a, above.

**C. Capacity: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I School.**

In the instances where an LEA has indicated that it does not have the capacity to serve a Tier I school the LEA would be required to provide a detailed explanation of why the LEA cannot serve the required Tier I schools. The explanation would be reviewed by Title I program staff in coordination with NYSED fiscal management units that are able to verify and confirm the most current fiscal resource amounts that are available to the LEA both through the NYSED and local sources. The NYSED is also able to access student performance data and as a requirement of this application we have identified the Tier I, Tier II, and Tier III schools that are eligible for these School Improvement Grants.

Based on a review of the most current data, LEA SIG application, and interview of district leadership, NYSED would make a determination regarding lack of capacity, which may include mandating which schools must be served in order to receive a SIG award.

**D. Descriptive Information:**

**1. Describe the SEAs process and timeline for approving applications.**

Based on our USED approved March 23<sup>rd</sup> extension of time to submit our application, our implementation timeline is as follows:

<b>Action</b>	<b>Date</b>
Submit application to USED and release draft LEA application to eligible LEAs.	March 26 <sup>th</sup>
Release LEA Application to eligible LEAs	April 16 <sup>th</sup>
Coordinate Application Review Team and initiate training	April 19 <sup>th</sup>
Applications due to NYSED	May 14 <sup>th</sup>
Complete Application Reviews	May 28 <sup>th</sup>
Commissioner announces awards	June 11 <sup>th</sup>

The LEA application review will be guided by the Application review Rubric. Contingent on the degree of the applications comprehensiveness, points will be awarded thereby enabling the rank-ordering of applications to determine awards.

**2. Describe the SEAs process for reviewing an LEAs annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEAs School Improvement Grant with respect to one or more Tier I or Tier II schools in the LEA that are not meeting those goals and making progress on the leading indicators in section III of the final requirements.**

NYSED plans to provide LEAs with recommended annual goals for improving performance for the all student group in ELA and math combined, graduation rate, and on selected leading indicators. The ELA and math and graduation goals will be designed so that a school that achieves them each year will no longer be persistently lowest achieving within three years. LEAs that wish to propose alternative goals will be expected to justify why they are not using the NYSED recommended goals.

NYSED will evaluate performance of schools in relationship to the goals and leading indicators each year. Schools that achieve the majority of their annual goals may continue to receive funding. Schools that do not achieve the majority of their annual goals may submit information on the circumstances that prevented achievement of the goals and plans for modifying the school’s implementation strategy to achieve the goals in subsequent years. The information

provided will be reviewed by SED staff and a determination made as to whether funding for the school should be continued.

**3. Describe the SEAs process for reviewing the goals an LEAs establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEAs School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals.**

In the event that NYSED funds Tier III schools, NYSED plans to provide LEAs with recommended annual goals for improving performance for the groups for which the school has failed to make AYP, graduation rate, and on selected leading indicators. The ELA and math and graduation goals will be designed so that a school that achieves them each year will no longer be identified for school improvement within three years. LEAs that wish to propose alternative goals will be expected to justify why they are not using the NYSED recommended goals.

NYSED will evaluate performance of schools in relationship to the goals and leading indicators each year. Schools that achieve the majority of their annual goals may continue to receive funding. Schools that do not achieve the majority of their annual goals may submit information on the circumstances that prevented achievement of the goals and plans for modifying the school's implementation strategy to achieve the goals in subsequent years. The information provided will be reviewed by SED staff and a determination made as to whether funding for the school should be continued.

**4. Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.**

The NYSED has embarked on a comprehensive redesign of the Department that is aimed at more strategically and acutely targeting all available resources at turning around our states' lowest-achieving schools. To this end, our plan prioritizes a comprehensive system of support to LEAs as they implement one of the four intervention models. New York's plan to support LEAs addresses not just their needs related to implementation of the school intervention models, but intends to build the capacity of LEAs to better support their local schools in all aspects of school performance.

Our low performing school intervention plan begins with a clear process for annually identifying our persistently lowest-achieving schools. It then provides a one-stop-shop that will offer LEAs turnkey diagnostic tools and roadmaps to aid in the selection of one of the prescribed SIG intervention models. It will also house a repository of external partners who will be able to provide adaptable innovative schools models, implementation expertise, and hands-on technical assistance services (Office of Innovation School Models). Our support system also provides a simple gate-keeping process so that only those plans that are of high quality are approved for implementation. Finally, the annual process concludes with the evaluation of efforts to turnaround our lowest-performing schools.

To effectuate this plan, NYSED is launching two new offices that will focus solely on helping LEAs turnaround their low-performing schools with innovative new school models. Specifically, the new Office of District Services will ensure that targeted LEAs have the capacity to support achievement in all of their schools, coordinate NYSEDs provision of services to LEAs across all functions and divisions and also move the SEA to a more service-oriented relationship with the State's LEAs. The Office of Innovative School Models will open in March 2010 and focus on supporting the creation of new school intervention models to serve as successors to low-achieving schools that will be phased out, closed, or restarted. It will also oversee the State's charter school authorizations and work to create optimal state-level policy and operating conditions for dramatic school intervention and ensure that LEAs have the flexibility to adapt innovative practices in the areas of school enrollment and placement, school time and schedule, and teacher scheduling, including reviewing request from restarted, turnaround transformed, or newly created schools.

School Improvement Liaisons from the Office of Accountability who are assigned a portfolio of low-performing schools will make on-site visits to the LEAs and to the identified schools to monitor their progress and implementation on-site. Monitoring visits to each district will occur twice each year, with each school being visited at least once each year. Title I program office staff who maintain a schedule for monitoring for compliance will enable NYSED to evaluate as part of NY's Comprehensive Monitoring Protocol implementation of the models. In addition, SED staff will be able to assess reports provided by Joint Intervention Teams to determine whether implementation is on track or additional technical assistance to an LEA or school is necessary.

**5. Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.**

Based on our projected availability of funds, we do not anticipate that we will have sufficient funds to support all Tier I and Tier II eligible schools over the three-year implementation funding cycle of the intervention models, particularly after currently available ARRA funds sunset. Accordingly, our funding strategy is to prioritize awards to LEAs serving both Tier I and Tier II eligible schools whose applications demonstrate a commitment to fully implement one of the required intervention models; sustain its implementation through demonstrated alignment and combination of available funding sources; and, give priority to the lowest performing schools based on student performance on state assessments.

**6. Describe the criteria, if any that the SEA intends to use to prioritize among Tier III schools.**

In the event that sufficient funds are available to serve Title III schools, NYSED will give priority to those LEAs in which are located the lowest achieving Tier III and in which the LEA commits to implementing one of the four intervention strategies.

**7. If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school. (Not Applicable)**

**8. If the SEA intends to provide services directly to any schools, indicate the school intervention model the SEA will implement in each school, and provide evidence of the LEAs approval to have the SEA provide the services directly. (Not Applicable)**

## E. Assurances

### A. ASSURANCES: The SEA must provide the assurances set forth below.

By submitting this application, the SEA assures that it will do the following:

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.
- Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).
- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor each LEA's implementation of the interventions supported with school improvement funds.
- To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; amount of the grant; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- Report the specific school-level data required in section III of the final requirements.

**F. SEA Reservation: An SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.**

**The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with the State-level funds it has received from its School Improvement Grant.**

As noted in Section D, #4 the NYSED is structuring itself and available resources to more strategically and acutely target and support services to help LEAs with the lowest-performing schools improve student performance outcomes. Three offices within NYSED are responsible for increasing LEA capacity for dramatic school intervention: The Office of District Services; The Office of Innovative School Models; and the NYSED Research Support Group. The activities NYSED plans to conduct with State-level funds will be supported by these offices.

The Office of District Services coordinates NYSED's efforts to move to a more service-oriented relationship with the State's LEAs and also oversees all efforts to build the capacity of its LEAs through coordinated professional development delivered through a regional network strategy leveraging BOCES, Institutions of Higher Education, networks of high-performing schools, charter management networks, and cultural institutions, museums, and contracted service providers. The Office of District Services is drafting relevant RFPs for capacity building services and will ensure the coherent, coordinated delivery of services. District Services also oversees the deployment of district intervention teams.

The Office Of Innovative School Models will, in addition to overseeing the State's charter authorizing work, create optimal state-level policy and operating conditions for dramatic school intervention and ensure that LEAs can build on successful and innovative practices in areas such as school enrollment and placement to ensure equity; maximizing use of school time and schedule; and teacher scheduling.

These offices, through SIG administrative funds, will support:

- the provision of technical assistance on school intervention strategies including the use of technology to support data collection and monitoring
- travel related expenses for on-site technical assistance, monitoring, and evaluation of LEA and school implementation of the four intervention models

Specifically and in regard to using technology to support evaluation and program monitoring we are reviewing the WestEd Online Monitoring System and refining our existing protocols to better align with the SIG requirements and core indicators for each of the prescribed intervention models. Both of these efforts will enable streamlined, cost efficient protocols to facilitate monitoring for compliance and implementation of base-line indicators to assess progress and support evaluation.

NYSED also plans to use SIG administrative funds to support implementation of a statewide evaluation to determine the extent to which LEAs and targeted schools are implementing the selected intervention model and assess impacts that the models are having on student performance. To conduct this evaluation, NYSED will solicit qualified vendors to conduct an

independent evaluation of the models implemented by LEAs. This evaluation will have a dual purpose: (1) to determine the impact that the System of School Turnaround has had on school improvement and the extent to which the services the System provides are assisting LEAs and schools to make AYP; and (2) to identify the strategies and activities that have been most successful in moving LEAs/schools out of low-performing status designation. To achieve these purposes, the external evaluator will meet the following requirements:

- Develop a comprehensive *evaluation plan* that (a) includes a review, analysis, and synthesis of data pertaining to guiding questions about the services and effectiveness of NYSED and structured collaborations to lead school reform efforts; (b) uses comprehensive evaluation methods—both qualitative and quantitative—capable of answering the guiding questions and capturing the multi-faceted work of LEAs, and lead partners; and (c) is readily understood and implemented, as necessary, by LEAs and partners within the allotted timeframe.
- Develop an *analysis process* that integrates and synthesizes qualitative and quantitative data in a seamless fashion.
- Create and submit a *comprehensive report* that (a) aligns available data and presents findings based on the use of new data collection tools; and (b) provides recommendations to the NYSED for improving the implementation of the System of School Turnaround.
- *Effectively manage* the evaluation through the use of a detailed work plan with timelines, milestones, and responsibilities.

In addressing these requirements, the evaluation will feature a comprehensive design that adheres to rigorous research standards, in particular those developed by the Joint Committee on Standards for Educational Evaluation. It will employ a data-driven approach ensuring that the determination of the effectiveness of New York’s System of School Turnaround is grounded in objective information about services, activities, and student outcomes. Finally, it will allow ample time and opportunity for discussions with the NYSED regarding the communication of usable findings to stakeholders.

**G. Consultation:**

**B. CONSULTATION WITH STAKEHOLDERS: An SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.**

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

- The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

- The SEA has consulted with other relevant stakeholders, including **representatives Of organized labor, legislators, school administrators, and other relevant stakeholders.**

The NYSED consulted with its Committee of Practitioners on March 2, 2010. We have also held numerous meetings with the both district and school superintendents from the seven LEAs where our state's lowest-achieving schools have been identified. A final meeting is planned with the superintendents of these LEAs for March 15, 2010. The NYSED has also consulted statewide union leaders and other relevant stakeholders.

## H. Waivers

**C. WAIVERS: The final requirements invite an SEA to request waivers of the requirements set forth below. An SEA must list in its application those requirements for which it is seeking a waiver.**

**New York State** requests a waiver of the requirements it has listed below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

- Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

The State assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

The State assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, prior to submitting this request in its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

The State assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

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

**Cover Page**

**LEA BEDS Code**

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<b>District:</b>	
<b>Address:</b>	
<b>Contact Person:</b>	<b>Telephone:</b>
<b>Address of Contact:</b>	
<b>E-mail Address:</b>	<b>Fax:</b>

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

Authorized Signature of Chief School Officer (in blue ink)

Typed Name:	Date:
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**General Information**

**Eligible Applicants**

This grant is open to Local Education Agencies (LEAs) receiving Title I, Part A serving one or more of the 57 identified Tier I and II persistently lowest-achieving schools in the State. Priority will be given to LEAs that commit to serve all identified Tier I and Tier II schools, and that demonstrate through their application the strongest commitment and capacity to fully implement the four intervention models and raise student achievement. Please see Commissioner Steiner's Press Release regarding Persistently Lowest-Achieving Schools, at [www.oms.nysed.gov/press/PersistentlyLowAchiev2010.html](http://www.oms.nysed.gov/press/PersistentlyLowAchiev2010.html) for the complete list of schools.

**Funds Available and Award Amounts**

LEAs with Tier I and II schools will be able to receive up to \$2 million per school annually to implement a model selected by the LEA and approved by the New York State Education Department (NYSED). This funding is contingent on the LEA's capacity to implement the selected models and an approved application and budget that includes sufficient funds to implement the selected intervention model fully and effectively in each school. Each grant will be renewable based upon demonstrated success in at least one of the following areas:

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

**Funding Period**

The proposed award period is anticipated to be July 1, 2010 through September 30, 2013.

**Expectations**

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

**Models**

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

- **Turnaround:** Phase out and replace the school with a new school(s) or completely redesign the school, including replacing the principal and at least half the staff.
- **Restart Model:** Either convert a school to a charter school or replace a public school with a new charter school that will serve the students who would have attended the public school. Under certain circumstances, districts may also enter

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into contracts with the City University of New York or the State University of New York for them to manage public schools.

- **Transformation:** Similar to the turnaround model, but with a requirement for an evaluation of staff effectiveness developed by the LEA in collaboration with teachers and principals that takes into account data on student growth, multiple observation-based assessments, and portfolios of professional activities. Evaluations would serve as the basis for rewarding effective teachers and removing ineffective teachers after ample professional development opportunities. A school that opts for a transformation model does not close but rather remains identified as persistently lowest-achieving until it demonstrates improved academic results.
- **School closure:** Close the school and enroll the students who attended the school in higher achieving schools in the LEA.

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

[www.oms.nysed.gov/press/attachb\\_jan2010.html](http://www.oms.nysed.gov/press/attachb_jan2010.html).

### **Definitions**

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

**SEA** - State Education Agency

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

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

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

- (1) Number of minutes within the school year;
- (2) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
- (3) Dropout rate;
- (4) Student attendance rate;
- (5) Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
- (6) Discipline incidents;
- (7) Truants;
- (8) Distribution of teachers by performance level on an LEA's teacher evaluation system; and
- (9) Teacher attendance rate.

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

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

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

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

Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice.

When implemented as part of a turnaround model, job-embedded professional development must be designed with school staff.

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**Additional Information or Assistance**

For additional information or assistance, please see:

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

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

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

**Application Format**

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

1. Application Cover Sheet
2. Assurances and Waivers Form
3. Section A: Schools to be served list
4. Section B: Descriptive Information
5. Appendix A: Baseline Data- This must be completed for each school the LEA commits to serve
6. Appendix B: Model Implementation Form- This must be completed for each school the LEA commits to serve
7. Appendix C: Consultation and Collaboration Form
8. Budget Narrative
9. Budget, FS-10

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

**Application Submission Due Date**

Grant applications are due to the New York State Education Department by **May 1, 2010**.

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**Assurances (specific to School Improvement Grant)**

The LEA must assure that it will—

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

**Waivers**

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

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



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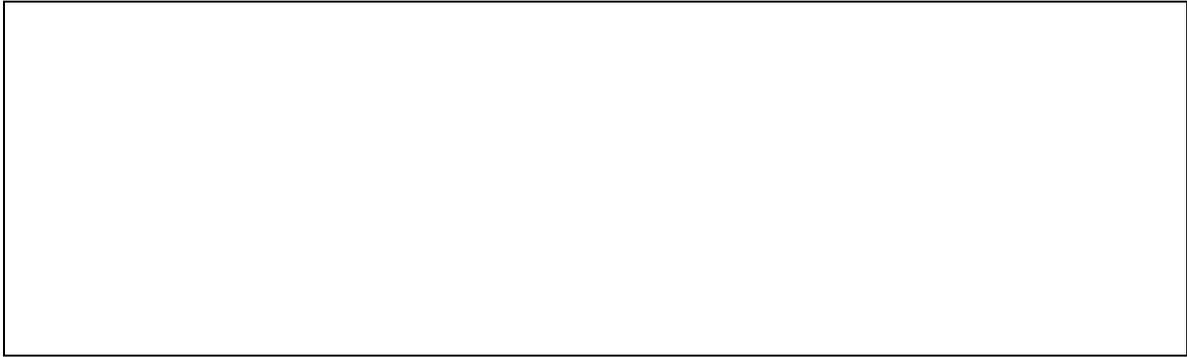
**Section B: Descriptive Information**

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

- 1. Describe the capacity of the LEA to implement one of the four models in each Tier I and Tier II school that the LEA has committed to serve. For example, LEAs may demonstrate capacity to fully implement the four models through taking the following actions:**
  - **Submission of any revised collective bargaining agreements that support full implementation of models or a jointly signed letter indicating the status of discussions.**
  - **Creation of a teacher evaluation system that includes student growth in academic achievement as a significant factor. “Significant” will be defined pursuant to NY’s Round 1 and, if submitted, Round 2 Race to the Top applications.**
  - **Hiring a fulltime School Implementation Manager (SIM) for each PLA school. A SIM will be equivalent to an assistant principal and will assume most non-instructional responsibilities in the school.**
  - **Requiring Principals of PLA schools to complete training focused on strategies for implementation of chosen models.**
  - **Establishing an LEA Turnaround Office or Officers to manage the school-level implementation of the models and coordinate with NYSED.**
  - **Adding at least one period of instructional time per day and/or extending school year for each PLA school.**
  - **Providing each teacher in PLA schools, 90 minutes of time dedicated to professional learning communities.**
  - **Providing at least 10 days of site-based training each school year for all teachers in PLA schools.**
  - **Providing training to new teachers that join PLA schools after the implementation of the model has begun and throughout the three year grant period.**
  - **Identifying partner organizations and the role that they will play in supporting implementation of a model.**

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

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**Section B: Descriptive Information (cont.)**

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

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**Section B: Descriptive Information (cont.)**

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

**LEA level Activities for Tier I and II Schools**

<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of duties</b>

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**Section B: Descriptive Information (cont.)**

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

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**Section B: Descriptive Information (cont.)**

- 5. Describe the annual goals the LEA has established for monitoring student achievement on the State’s assessments in reading/language arts and mathematics in Tier I and II schools that receive school improvement funds. Describe the LEA’s plan for assessing school progress on meeting those goals, and for monitoring the implementation of the four models.**

**Please see NYSED guidance on setting goals for persistently lowest achieving schools at <http://www.emsc.nysed.gov/nyc/TitleI/sigfieldguidance> .**

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

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**Section B: Descriptive Information (cont.)**

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

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**Section B: Descriptive Information (cont.)**

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

**LEA level Activities for Tier III Schools**

<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of duties</b>

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

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**Section B: Descriptive Information (cont.)**

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

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

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

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**APPENDIX A: BASELINE DATA**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA.

To inform and evaluate the effectiveness of the interventions described in this grant application, NYSED will monitor a school's progress on achievement and leading indicators listed in the charts on these pages. NYSED will pre-populate most of the information, and require LEAs to provide school data on the indicators followed by an asterisk (\*).

<b>School:</b> _____ <b>NCES#:</b> _____ <b>Grades Served:</b> _____ <b>Number of students:</b> _____  <b>Model to be implemented:</b> _____	
Achievement Indicators	2008-2009
AYP status	
Which AYP targets the school met and missed	
School improvement status	
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup*	
Percentage of limited English proficient students who attain English language proficiency	
Graduation rate	
College enrollment rates / Achievement	

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**APPENDIX A: BASELINE DATA (cont.)**

<b>School:</b> _____ <b>NCES#:</b> _____ <b>Grades Served:</b> _____ <b>Number of students:</b> _____  <b>Model to be implemented:</b> _____	
Leading Indicators	2008-2009
Number of minutes within the school year*	
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	
Dropout rate	
Student attendance rate	
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes*	
Discipline incidents	
Truants	
Distribution of teachers by performance level on LEA's teacher evaluation system	
Teacher attendance rate*	

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**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Turnaround Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** \_\_\_\_\_ **NCES#:** \_\_\_\_\_

**School:** \_\_\_\_\_ **NCES#:** \_\_\_\_\_

**Grades Served:** \_\_\_\_\_

**Number of students:** \_\_\_\_\_

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

Needs Assessment Process	List Data Analyzed	Major Findings

**Describe how the Turnaround Model addresses the major findings of the needs assessment.**

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**APPENDIX B: TURNAROUND MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the turnaround model at the school.**

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates			
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; and			

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<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
(B) Select new staff			
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school			
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies			

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<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability			
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards			
7. Promote the continuous use of student data (such as from formative, interim, and			

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<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students			
8. Establish schedules and implement strategies that provide increased learning time			
9. Provide appropriate social-emotional and community-oriented services and supports for students.			
10. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality			

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<b>Cost of Implementation of Model (over 3 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
\$	\$	\$

**APPENDIX B: TURNAROUND MODEL**

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

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**APPENDIX B: RESTART MODEL**

**LEA Implementation Plan for the Restart Model**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Restart Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** \_\_\_\_\_

**NCES#:** \_\_\_\_\_

**School:** \_\_\_\_\_

**NCES#:** \_\_\_\_\_

**Grades Served:** \_\_\_\_\_

**Number of students:** \_\_\_\_\_

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

<b>Needs Assessment Process</b>	<b>List Data Analyzed</b>	<b>Major Findings</b>

**Describe how the Restart Model addresses the major findings of the needs assessment.**

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**APPENDIX B: RESTART MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the model at the school.**

<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
<p>A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.)</p>			
<p>Fulfill all New York State requirements for converting</p>			

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
school into a charter school.			
Enroll, within the grades it serves, any former student who wishes to attend the school.			
Notify parents and community of conversion, and provide information on school choice options available			
Create a plan to transfer students who either a) cannot attend the new school because their grade is not served; or b) have parents who wish to opt-out of the new charter school. Provide NYSED with a list of schools that will receive transfer students.			
Create an accountability contract with the CMO, with clearly defined goals for student achievement			
If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select			

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<b>Action Required By Restart Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
external providers to ensure their quality.			

<b>Cost of Implementation of Model (over 3 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
\$	\$	\$

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

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**APPENDIX B: CLOSURE MODEL**

**LEA Implementation Plan for the Closure Model**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Closure Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** \_\_\_\_\_

**NCES#:** \_\_\_\_\_

**School:** \_\_\_\_\_

**NCES#:** \_\_\_\_\_

**Grades Served:** \_\_\_\_\_

**Number of students:** \_\_\_\_\_

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

Needs Assessment Process	List Data Analyzed	Major Findings

**Describe how the Closure Model addresses the major findings of the needs assessment.**

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**APPENDIX B: CLOSURE MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the model at the school.**

<b>Action Required By Closure Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. Provide NYSED with a list of schools that will receive transfer students.			
Notify parents and community of closure, and provide information on school choice options available			
Create a plan to transfer students			

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<b>Action Required By Closure Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
Create a plan for downsizing teachers and other staff			
Create a support plan for schools receiving transferred students			

<b>Cost of Implementation of Model (over 3 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
\$	\$	\$

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions.**

**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this school, and how the LEA plans to address these challenges.**

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

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**APPENDIX B: TRANSFORMATION MODEL**

**LEA Implementation Plan for the Transformation Model**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Transformation Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** \_\_\_\_\_

**NCES#:** \_\_\_\_\_

**School:** \_\_\_\_\_

**NCES#:** \_\_\_\_\_

**Grades Served:** \_\_\_\_\_

**Number of students:** \_\_\_\_\_

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above.** Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with additional information from local assessment tools.

Needs Assessment Process	List Data Analyzed	Major Findings

**Describe how the Transformation Model addresses the major findings of the needs assessment.**

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**APPENDIX B: TRANSFORMATION MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the model at the school.**

<b>Action Required By Transformation Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
<b>Required Activities: <u>Developing and increasing teacher and school leader effectiveness</u></b>			
Replace the principal who led the school prior to commencement of the transformation model			
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and			

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<b>Action Required By Transformation Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
<p>developed with teacher and principal involvement; <u>Note:</u> LEAs can demonstrate commitment through developing teacher evaluations that are based on a significant percentage of student growth in achievement.. “Significant” will be defined pursuant to NY’s Round 1 and, if submitted, Round 2 Race to the Top applications.</p>			
<p>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>			
<p>Provide staff ongoing, high-</p>			

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<b>Action Required By Transformation Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
<p>quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</p>			
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>			

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<b>Action Required By Transformation Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
Permissible Activities: <u>Developing and increasing teacher and school leader effectiveness</u>			
Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school			
Instituting a system for measuring changes in instructional practices resulting from professional development			
Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority			
<b>Required Activities: <u>Comprehensive instructional reform strategies</u></b>			
Use data to identify and implement an instructional program that is research-based and vertically aligned from one			

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<b>Action Required By Transformation Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
grade to the next as well as aligned with State academic standards			
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.			
<b>Permissible Activities:</b> <u>Comprehensive instructional reform strategies</u>			
Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective			
Implementing a schoolwide “response-to-intervention” model			
Providing additional supports and professional development to teachers and principals in order to implement effective			

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<b>Action Required By Transformation Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content			
Using and integrating technology-based supports and interventions as part of the instructional program			
In secondary schools-- Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or			

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<b>Action Required By Transformation Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;			
In secondary schools-- Improving student transition from middle to high school through summer transition programs or freshman academies			
In secondary schools-- Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills			

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<b>Action Required By Transformation Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
In secondary schools-- Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate			
<b>Required Activities: <u>Increasing learning time and creating community-oriented schools</u></b>			
Establish schedules and strategies that provide increased learning time			
Provide ongoing mechanisms for family and community engagement			
<b>Permissible Activities: <u>Increasing learning time and creating community-oriented schools</u></b>			
Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs			
Extending or restructuring the school day so as to add time for			

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<b>Action Required By Transformation Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
such strategies as advisory periods that build relationships between students, faculty, and other school staff			
Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment			
Expanding the school program to offer full-day kindergarten or pre-kindergarten			
<b>Required Activities: <u>Providing operational flexibility and sustained support</u></b>			
Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates			
Ensure that the school receives			

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<b>Action Required By Transformation Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)			
<b>Permissible Activities: <u>Providing operational flexibility and sustained support</u></b>			
Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA			
Implementing a per-pupil school-based budget formula that is weighted based on student needs			
10. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality			

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<b>Cost of Implementation of Model (over 3 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$</b>	<b>\$</b>	<b>\$</b>

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces at this school, and how the LEA plans to address these challenges.**

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively in this school.**

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**BUDGET NARRATIVE**

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

Model: \_\_\_\_\_

List of Schools implementing model:

School Name	NCES #:	Tier I	Tier II

Category	Description of Budget Item	Proposed LEA allocation			Other Federal or State allocations, determined by the LEA			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
Professional Staff								
Support Staff								
Purchased Services (Consultants)								
Supplies and Materials								
Travel								
Employee Benefits								
Equipment								
<b>Grand Total</b>								

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

LEA Name: \_\_\_\_\_

BEDS Code: \_\_\_\_\_

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Copy and use additional pages as necessary

The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA’s School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA’s School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

1. Individuals Consulted	2. Individual’s Title <u>and</u> Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual’s Name (Print/Type)			
Signature			
Individual’s Name (Print/Type)			
Signature			
Individual’s Name (Print/Type)			
Signature			

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**Statement of Assurances**

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

Federal Assurances and Certifications, General:

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

Federal Assurances and Certifications, NCLB (if appropriate):

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

- NCLB Assurances
- School Prayer Certification

**General Federal Assurances**

1. The program will be administered in accordance with all applicable statutes, regulations, program plans and applications;
2. Each LEA shall assure its compliance with all supplement not supplant requirements;
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency or in a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, nonprofit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
4. The applicant will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

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5. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
6. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
7. The applicant agrees to comply with the following civil rights authorities, their implementing regulations, and appropriate federal and State guidelines: Title VI of the Civil Rights Act of 1964, Title IX of the Federal Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.

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**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

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

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

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assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction sub agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

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14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

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

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**CERTIFICATIONS REGARDING LOBBYING**

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

**1. LOBBYING**

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

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

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

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

**Instructions for Certification**

1. By signing the Application Cover Page, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

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7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

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**Certification**

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

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

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**GENERAL EDUCATION PROVISIONS ACT ASSURANCES**

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

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

- (1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- (3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- (4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section [1232f](#) of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;
- (5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) that in the case of any project involving construction –
  - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
  - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section [794](#) of title [29](#) in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;

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(8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

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

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

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

(1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

(2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and  
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will

administer the funds and property to the extent required by the authorizing statutes;

(3) the applicant will adopt and use proper methods of administering each such program, including—  
(A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and  
(B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

(4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;

(5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;

(6) the applicant will—  
(A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and  
(B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties;

(7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment;

(8) the applicant has consulted with teachers, school administrators, parents, nonpublic school representatives and others in the development of the application to the extent required for the applicant under the program pursuant to the applicable provisions of the No Child Left Behind Act;

(9) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 3214(3)(d) and (f) and the Gun-Free Schools Act (20 U.S.C. § 7151);

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(10) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7908 on military recruiter access;

(11) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7904 on constitutionally protected prayer in public elementary and secondary schools;

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

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

## **SCHOOL PRAYER CERTIFICATION**

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

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**Overall LEA SIG Application Rubric**

**District:** \_\_\_\_\_

**Reviewer:** \_\_\_\_\_

<b>Question and Indicator</b>	<b>Answers include:</b>	<b>Complete</b>	<b>Partial</b>	<b>Minimal</b>	<b>Absent</b>	<b>Comments (must be filled out if Partial, Minimal, or Absent are checked and reference items that need clarification, or that are missing.)</b>
<b>Question 1: Capacity</b>	<ul style="list-style-type: none"> <li>• If LEA is claiming lack of capacity, then specific reasons are listed</li> <li>• Description of comprehensive plan to create climate for successful implementation of models. For example, LEAs may demonstrate capacity to fully implement the four models through taking the following actions:               <ul style="list-style-type: none"> <li>○ Submission of any revised collective bargaining agreements that support full implementation of models or a jointly signed letter indicating the status of discussions.</li> <li>○ Creation of a teacher evaluation system that includes student growth in academic achievement as a significant factor. “Significant” will be defined pursuant to NY’s Round 1 and, if submitted, Round 2 Race to the Top applications..</li> </ul> </li> </ul>					

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<b>Question and Indicator</b>	<b>Answers include:</b>	<b>Complete</b>	<b>Partial</b>	<b>Minimal</b>	<b>Absent</b>	<b>Comments (must be filled out if Partial, Minimal, or Absent are checked and reference items that need clarification, or that are missing.)</b>
	<ul style="list-style-type: none"> <li>○ Hiring a fulltime School Implementation Manager (SIM) for each PLA school. A SIM will be equivalent to an assistant principal and will assume most non-instructional responsibilities in the school.</li> <li>○ Requiring Principals of PLA schools to complete training focused on strategies for implementation of chosen models.</li> <li>○ Establishing an LEA Turnaround Office or Officers to manage the school-level implementation of the models and coordinate with NYSED.</li> <li>○ Adding at least one period of instructional time per day and/or extending school year for each PLA school.</li> <li>○ Providing each teacher in PLA schools, 90 minutes of time dedicated to professional learning communities.</li> <li>○ Providing at least 10 days of site-based training each school year for all teachers in PLA</li> </ul>					

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<b>Question and Indicator</b>	<b>Answers include:</b>	<b>Complete</b>	<b>Partial</b>	<b>Minimal</b>	<b>Absent</b>	<b>Comments (must be filled out if Partial, Minimal, or Absent are checked and reference items that need clarification, or that are missing.)</b>
	<p>schools.</p> <ul style="list-style-type: none"> <li>○ Providing training to new teachers that join PLA schools after the implementation of the model has begun and throughout the three year grant period.</li> <li>○ Identifying partner organizations and the role that they will play in supporting implementation of a model.</li> </ul> <ul style="list-style-type: none"> <li>• Description of the ability of LEA to allocate to identified schools additional amount of funds if needed, to implement four models, from other funding sources</li> </ul>					
<b>Question 2: Obstacles</b>	<ul style="list-style-type: none"> <li>• Identification of any obstacles</li> <li>• Description of practical plan to address obstacles, with responsible parties and timeline</li> <li>• Submission of any plans to revise collective bargaining agreements that support full implementation of models</li> </ul>					
<b>Question 3: LEA Activities and</b>	<ul style="list-style-type: none"> <li>• Identification of appropriate numbers of personnel for technical assistance and monitoring, with description of duties</li> </ul>					

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<b>Question and Indicator</b>	<b>Answers include:</b>	<b>Complete</b>	<b>Partial</b>	<b>Minimal</b>	<b>Absent</b>	<b>Comments (must be filled out if Partial, Minimal, or Absent are checked and reference items that need clarification, or that are missing.)</b>
<b>Personnel, Timeline</b>	<ul style="list-style-type: none"> <li>• Description of planning, implementation, technical assistance, monitoring activities for LEA over three year grant period</li> <li>• Focus on September 2010 implementation in identified schools</li> </ul>					
<b>Question 4: Implementation Plans and Baseline Data Forms</b>	<ul style="list-style-type: none"> <li>• LEA submits Model Implementation Plans and Baseline Data forms for ALL Tier I and II schools the LEA commits to serve</li> <li>• ALL Model Implementation Plans are judged Complete, according to the Model Implementation Rubric.</li> <li>• Milestone actions for selected models will occur in 2010-2011 school year.</li> </ul>					
<b>Question 5: Goals</b>	<ul style="list-style-type: none"> <li>• Annual goals the LEA has established for monitoring student achievement on the State's assessments in reading/language arts and mathematics in identified schools</li> <li>• LEA's plan for assessing school progress on meeting those goals</li> <li>• LEA's plan for monitoring the implementation of the four models</li> </ul>					
<b>Question 6: Consultation</b>	<ul style="list-style-type: none"> <li>• Description of consultation process and any relevant outcomes</li> <li>• Completed APPENDIX C: Consultation</li> </ul>					

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<b>Question and Indicator</b>	<b>Answers include:</b>	<b>Complete</b>	<b>Partial</b>	<b>Minimal</b>	<b>Absent</b>	<b>Comments (must be filled out if Partial, Minimal, or Absent are checked and reference items that need clarification, or that are missing.)</b>
	and Collaboration Form <ul style="list-style-type: none"> <li>• Consultation is consistent with the State School Governance Law for New York City, Part 100.11 and the LEA's Title I parent compact.</li> </ul>					
<b>Question 7: Tier III Activities</b>	<ul style="list-style-type: none"> <li>• For each Tier III school that the LEA commits to serve, activities form is completed, which includes a description of activities or services that LEA will fund for Tier III schools</li> </ul>	N/A				
<b>Question 8: Tier III Goals</b>	<ul style="list-style-type: none"> <li>• Annual goals the LEA has established for monitoring student achievement on the State's assessments in reading/language arts and mathematics in identified schools</li> <li>• LEA's plan for assessing school progress on meeting those goals</li> </ul>					
<b>Budget</b>	<ul style="list-style-type: none"> <li>• Detailed description of expenditures in the budget narratives, with justification provided in connection to goals, required actions and specific intervention models. The costs of the proposed project (as presented in the budget and budget narrative) are reasonable and the budget sufficient in relation to the objectives, design, and scope of project activities.</li> <li>• Description of amount of school</li> </ul>					

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<b>Question and Indicator</b>	<b>Answers include:</b>	<b>Complete</b>	<b>Partial</b>	<b>Minimal</b>	<b>Absent</b>	<b>Comments (must be filled out if Partial, Minimal, or Absent are checked and reference items that need clarification, or that are missing.)</b>
	<p>improvement funds to be used to implement the selected model and activities in each school the LEA commits to serve</p> <ul style="list-style-type: none"> <li>• Detailed description of school improvement activities for each Tier III school (if applicable) identified in this application.</li> </ul>					

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**Scoring Guide**

<b>Score</b>	<b>NYSED Response</b>	<b>Decision</b>
All (8) indicators and the budget narratives were judged Complete	LEA SIG Application is <b>approved for requested amount.</b>	
Most (at least 6, must include #1,2,4,5 and Budget) indicators judged Complete, with a few (1- 2) judged Partial, none judged absent	LEA SIG Application is <b>approved for requested amount, after LEA has submitted additional information</b> regarding Partially completed indicators within the time period set forth by NYSED.	
Most or all of indicators judged Partial (at least 6, must include #1,2,4,5 and Budget), with a few judged minimal (1-2) none judged absent	LEA SIG Application is <b>approved for reduced amount, after LEA has submitted additional information</b> regarding Partially completed indicators within the time period set forth by NYSED.	
Most of indicators judged Partial (at least 6, must include #1,2,4,5 and Budget), with a few (1- 2) judged absent	LEA SIG Application is <b>approved for reduced amount, after LEA has submitted additional information</b> regarding Partially completed indicators and absent indicators within the time period set forth by NYSED.	
Most or all of indicators judged absent	LEA SIG Application is <b>disapproved.</b> LEA has the <b>option to submit a new application</b> , within the time period set forth by NYSED.	

<b>Additional Comments:</b>

Reviewer Signature: \_\_\_\_\_

Date reviewed: \_\_\_\_\_

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**Rubric for Model Implementation Plans**

District: \_\_\_\_\_

School: \_\_\_\_\_

Model: \_\_\_\_\_

Reviewer: \_\_\_\_\_

<b>Plan includes:</b>	<b>Complete</b>	<b>Partial</b>	<b>Minimal</b>	<b>Absent</b>	<b>Comments (must be completed if Partial, Minimal, or Absent are checked, and reference items that need clarification, or that are missing.)</b>
1. <b>Needs analysis completed for school. Includes description of needs analysis process, data used, and major findings.</b>					
2. <b>Description of connection between major findings of needs analysis and model chosen for school</b>					
3. <b>Comprehensive plan addresses ALL of the required actions for selected models</b>					
4. <b>Description of when each required action will occur during the grant period, and why at that time</b>					
5. <b>Milestone actions for selected model will occur in 2010-2011 school year.</b>					

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<b>Plan includes:</b>	<b>Complete</b>	<b>Partial</b>	<b>Minimal</b>	<b>Absent</b>	<b>Comments (must be completed if Partial, Minimal, or Absent are checked, and reference items that need clarification, or that are missing.)</b>
6. Description of changes LEA may make to practices or policies to facilitate implementation of models					
<b>7. Description of costs associated with each action (description should align with budget narrative and budget provided for grant)</b>					
<b>8. How much the model will cost, how much the LEA will allocate to the school from 1003(g), and additional funds allocated to school from LEA</b>					
9. Description of how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions					
10. Plans to sustain the interventions after the grant ends					
11. Description of school specific obstacles to implementing plan, and plan to overcome obstacles					

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**Model Implementation Plan Scoring Guide**

<b>Score</b>	<b>NYSED Reviewer Action</b>	<b>Action By: (Date and Comments)</b>
All (11) indicators were judged Complete	None	None Required
Most (at least 7, must include #1,2, 3, 4,6, & 7) indicators judged Complete, with a few (1 or 2) judged Partial, none judged absent	Request for Information within time period set forth by NYSED	
Most or all of indicators judged Partial (must include #1,2, 3, 4,6, & 7), none judged absent	Request for Information within time period set forth by NYSED	
Most of indicators judged Partial (at least 7, must include #1,2, 3, 4,6, & 7), with a few (1 or 2) judged absent	Request LEA to resubmit Model Implementation Plan for school within determined time period. LEA SIG Grant will not be approved until new plan submitted.	
Most or all of indicators judged absent	Request LEA to resubmit Model Implementation Plan for school within determined time period. LEA SIG Grant will not be approved until new plan submitted.	

<b>Additional Comments:</b>

Reviewer Signature: \_\_\_\_\_

Date reviewed: \_\_\_\_\_

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