

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: New York State 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 Accountability 55 Hansen Place Brooklyn, NY 12217 Telephone: (718) 722-2796 Fax: (718) 722-4859 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: 	Date: 12/3/10
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.	

School Improvement Grants Application

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

Fiscal Year 2010

CFDA Number: 84.377A

State Name:New York State



U.S. Department of Education
Washington, D.C. 20202



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Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). (See Appendix B for a chart summarizing the schools included in each tier.) In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Availability of Funds

The Department of Education Appropriations Act, 2010, provided \$546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education (Department) estimates that, collectively, States have carried over approximately \$825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly \$1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.

FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012.

State and LEA Allocations

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2010 school improvement funds in proportion to the funds received in FY 2010 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Appendix A provides guidance on how SEAs can maximize the number of Tier I and Tier II schools its LEAs can serve with FY 2009 carryover and FY 2010 SIG funds when making their LEA allocations for the FY 2010 competition. See Appendix A for a more detailed explanation.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

FY 2010 Submission Information

Electronic Submission:

The Department strongly prefers to receive an SEA's FY 2010 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The SEA should submit its FY 2010 application to the following address: school.improvement.grants@ed.gov

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

Paper Submission:

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Education Program Specialist
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

Application Deadline

Applications are due on or before December 3, 2010.

For Further Information

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at carlas.mccauley@ed.gov.

FY 2010 Application Instructions

Most of the FY 2010 SIG application is identical to the FY 2009 application. A new section for additional evaluation criteria (Section B-1) has been added and Section H on Waivers has been expanded. Section D on Descriptive Information (Section D – Part 1, Section D – Parts 2-8) has also been reformatted into two separate sections for the FY 2010 application, but all other parts of the application remain the same.

Consequently, except as provided below, an SEA must update only those sections that include changes from the FY 2009 application. In particular, the Department expects that most SEAs will be able to retain Section B on Evaluation Criteria, Section C on Capacity, and Section D (parts 2-8) on Descriptive Information, sections that make up the bulk of the SIG application. An SEA has the option to update any of the material in these sections if it so desires.

We are requiring SEAs to update some sections of the SIG application to ensure that each SEA focuses its FY 2010 SIG funds, including any funds carried over from FY 2009, on serving its persistently lowest-achieving schools in LEAs with the capacity and commitment to fully and effectively implement one of the four required school intervention models beginning in the 2011-2012 school year.

Note that while an SEA may be able to submit significant portions of its FY 2010 SIG application unchanged from FY 2009, we recommend that it review all sections of the FY 2010 application to ensure alignment with any required changes or revisions.

SEAs should also note that they will only be able to insert information in designated spaces (form fields) in the application because of formatting restrictions. Clicking on a section of the application that is restricted will automatically jump the cursor to the next form field which may cause users to skip over information in the application. Users may avoid this issue by using the scroll bar to review the application. However, due to these restrictions, the Department recommends that SEAs print a copy of the application and review it in its entirety before filling out the form.

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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 Accountability 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:
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.	

FY 2010 Application Checklist

Please use this checklist to serve as a roadmap for the SEA's FY 2010 application.

Please note that an SEA's submission for FY 2010 must include the following attachments, as indicated on the application form:

- Lists, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's FY 2010 LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.
- If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public.

Please check the relevant boxes below to verify that all required sections of the SEA application are included and to indicate which sections of the FY 2010 application the SEA has revised from its FY 2009 application.

SECTION A: ELIGIBLE SCHOOLS	<input checked="" type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009	<input type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010
	<i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i> <input type="checkbox"/> SEA will not generate new lists of Tier I, Tier II, and Tier III schools because it has five or more unserved Tier I schools from FY 2009 (SEA is requesting waiver) <input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has less than five unserved Tier I schools from FY 2009 <input checked="" type="checkbox"/> SEA elects to generate new lists	<i>For an SEA revising its definition of PLA schools, please select the following option:</i> <input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition
	<input checked="" type="checkbox"/> Lists, by LEA, of State's Tier I, Tier II, and Tier III schools provided	
SECTION B: EVALUATION CRITERIA	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION B-1: ADDITIONAL EVALUATION CRITERIA	<input checked="" type="checkbox"/> Section B-1: Additional evaluation criteria provided	
SECTION C: CAPACITY	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION D (PART 1): TIMELINE	<input checked="" type="checkbox"/> Updated Section D (Part 1): Timeline provided	
SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION E: ASSURANCES	<input checked="" type="checkbox"/> Updated Section E: Assurances provided	
SECTION F: SEA RESERVATION	<input checked="" type="checkbox"/> Updated Section F: SEA reservations provided	
SECTION G: CONSULTATION WITH STAKEHOLDERS	<input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided	
SECTION H: WAIVERS	<input checked="" type="checkbox"/> Updated Section H: Waivers provided	

PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

A. ELIGIBLE SCHOOLS: An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

Each SEA must generate new lists of Tier I, Tier II, and Tier III schools based on the State's most recent achievement and graduation rate data to ensure that LEAs continue to give priority to using SIG funds to implement one of the four school intervention models in each of their persistently lowest-achieving schools, rather than using SIG funds to support less rigorous improvement measures in less needy schools. However, any SEA that has five or more Tier I schools that were identified for purposes of the State's FY 2009 SIG competition but are not being served with SIG funds in the 2010-2011 school year may apply for a waiver of the requirement to generate new lists.

An SEA also has the option of making changes to its FY 2009 definition of "persistently lowest-achieving schools". An SEA that exercises this option must generate new lists of Tier I, Tier II, and Tier III schools.

Regardless of whether it modifies its definition of "persistently lowest-achieving schools" or generates new lists, along with its lists of Tier I, Tier II, and Tier III schools, an SEA must provide the definition that it used to develop these lists. The SEA may provide a link to the page on its Web site where its definition is posted, or it may attach the complete definition to its application.

Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009

Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010

For an SEA keeping the same definition of PLA schools, please select one of the following options:

1. SEA will not generate new lists of Tier I, Tier II, and Tier III schools. SEA has five or more unserved Tier I schools from FY 2009 and is therefore eligible to request a waiver of the requirement to generate new lists of schools. Lists and waiver request submitted below.

SEA is electing not to include newly eligible schools for the FY 2010 competition. (Only applicable if the SEA elected to add newly eligible schools in FY 2009.)

2. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has fewer than five unserved Tier I schools from FY 2009. Lists submitted below.

3. SEA elects to generate new lists. Lists submitted below.

For an SEA revising its definition of PLA schools, please select the following option:

1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below.

Insert definition of “persistently lowest-achieving schools” or link to definition of “persistently lowest-achieving schools” here:

Methodology for Identification of Persistently Lowest Achieving Schools:

Step 1: In New York State, all persistently lowest achieving schools are Tier I or Tier II schools, as defined by Final requirements for School Improvement Grants authorized under section 1003(g) of Title I of the ESEA, published by the United States

Department of Education. New York State's Tier I schools are the State's lowest achieving five percent of Title I schools in improvement, corrective action, or restructuring; or Title I secondary schools in improvement, corrective action, or restructuring with a graduation rate below 60% over a number of years. New York State's Tier II schools are the State's lowest achieving five percent of secondary schools that are eligible for, but do not receive Title I Part A funds; or secondary schools that are eligible for, but do not receive Title I, Part A funds with graduation rates below 60% over a number of years. Tier III schools are Title I schools that have not been identified as Tier I or II schools, and are in improvement, corrective action, or restructuring.

Step 2: The State determined that there are 475 Title I schools in improvement, corrective action, or restructuring and therefore the State must identify 24 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 3: The State determined its method for calculating combined English/language arts and mathematics proficiency rates for each school will be to sum the 2009-2010 All Students Performance Index¹ 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 4: 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 system² and for a school to have failed to make at least a 25 point gain for the all students group between 06-07 and 09-10 for each ELA and math measure for which the school is accountable.

Step 5: 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 6: Using the process identified in Step 3, the State removed from consideration those schools that were not designating as lacking progress.

Step 7: On a case-by-case basis, the State removed from consideration transfer high schools as

¹ 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.

² 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.

permitted by USED guidance.

Step 8: Starting with the school at the bottom of the list and counting up to the 24th 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 9: 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 2003, 2004, and 2005 total cohort that were not captured in the list of schools identified in Step 7.

Step 10: The State added the high schools identified in Step 8 to the list of schools identified in Step 7.

Step 11: 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 12: Using the process identified in Step 3, the State removed from consideration those schools that were not designating as lacking progress.

Step 13: On a case-by-case basis, the State removed from consideration transfer high schools as permitted by USED guidance.

Step 14: 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 15: 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 2003, 2004, and 2005 total cohort that were not captured in the list of schools identified in Step 7.

Step 16: The State added the high schools identified in Step 14 to the list of schools identified in Step 13.

An SEA must attach two tables to its SIG application. The first table must include its lists of all Tier I, Tier II, and Tier III schools that are eligible for FY 2010 SIG funds. The second table must include its lists of all Tier I, Tier II, and Tier III schools that were served with FY 2009 SIG funds.

Please create these two tables in Excel and use the formats shown below. Examples of the tables have been provided for guidance.

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE ³

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE

EXAMPLE:

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##	X				
LEA 1	##	MADISON ES	##	X				
LEA 1	##	TAYLOR MS	##			X		X
LEA 2	##	WASHINGTON ES	##	X				
LEA 2	##	FILLMORE HS	##			X		
LEA 3	##	TYLER HS	##		X		X	
LEA 4	##	VAN BUREN MS	##	X				
LEA 4	##	POLK ES	##			X		

³ “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

EXAMPLE:

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE
LEA 1	##	MONROE ES	##	X			
LEA 1	##	JEFFERSON HS	##		X		X
LEA 2	##	ADAMS ES	##	X			
LEA 3	##	JACKSON ES	##	X			

Please attach the two tables in a separate file and submit it with the application.

SEA has attached the two tables in a separate file and submitted it with its application.

B. EVALUATION CRITERIA:

Part 1: The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA’s application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA’s application and has selected an intervention for each school.
- (2) The LEA has demonstrated that 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 LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.
- (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 LEA’s 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).

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 the criteria it will use to 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 ensure their 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.

SEA is using the same evaluation criteria as FY 2009.

SEA has revised its evaluation criteria for FY 2010.

Insert response to Section B Evaluation Criteria here:

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 2011–2012 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.

B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA’s budget and application:

Please note that Section B-1 is a new section added for the FY 2010 application.

(1) How will the SEA review an LEA’s proposed budget with respect to activities carried out during the pre-implementation period² to help an LEA prepare for full implementation in the following school year?

(2) How will the SEA evaluate the LEA’s proposed activities to be carried out during the pre-implementation period to determine whether they are allowable? *(For a description of allowable activities during the pre-implementation period, please refer to section J of the FY 2010 SIG Guidance.)*

² “Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 and/or FY 2009 carryover SIG funds. For a full description of pre-implementation, please refer to section J of the FY 2010 SIG Guidance.

Insert response to Section B-1 Additional Evaluation Criteria here:

How will the SEA review an LEA’s proposed budget with respect to activities carried out during the pre-implementation period to help an LEA prepare for full implementation in the following school year?

At several points throughout NYSED’s LEA SIG application, LEAs are asked to provide information on actions taken at the LEA level and the school level to support implementation of the models. First, NYSED requires that LEAs provide descriptions 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 period of the grant, including any pre-implementation activities undertaken prior to full implementation in the 2011-2012 school year. LEAs are required to align the activity descriptions with the budget narrative submitted with the application, which includes a column dedicated to pre-implementation activities. Second, within the Model Implementation Plans LEAs submit for each identified school, LEAs are required to provide a description of model actions that have been or will be implemented at each school. As part of this description, LEAs are asked to provide information on date of action implementation, as well as the cost of that action. By reviewing the LEA-level activities timeline, the Model Implementation Plans for each identified school, and the budget narrative submitted by the LEA, NYSED will be able to determine whether the LEA has adequately distributed 1st year funding between pre-implementation activities and full implementation of the model in 2011-2012. In addition, prior to the due date

for the LEA SIG application, NYSED will publish guidance to the field regarding the use of SIG funds for pre-implementation activities, and provide technical assistance to LEAs as they allocate 1st year funding to support pre-implementation and full implementation of the model.

How will the SEA evaluate the LEA’s proposed activities to be carried out during the pre-implementation period to determine whether they are allowable?

NYSED will evaluate an LEA’s SIG application to determine if proposed pre-implementation activities are consistent with and supportive of full implementation of the chosen model, and if the LEA has adequately distributed 1st year funding between pre-implementation activities and full implementation. As previously stated, NYSED will review the LEA-level activities timeline, the Model Implementation Plan for each identified school, and the LEA budget narratives to determine whether the pre-implementation activities proposed are allowable. Allowable Pre-implementation activities might include, but are not limited to, activities to increase family and community engagement, review of possible external providers, recruitment of staff, development and/or selection of instructional programs, planning or provisions of professional development, and activities that increase LEA capacity in the areas of data gathering, analysis, and/or assessment development.

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.

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement any of the school intervention models in its Tier I school(s). The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

SEA is using the same evaluation criteria for capacity as FY 2009.

SEA has revised its evaluation criteria for capacity for FY 2010.

Insert response to Section C Capacity here:

In the instances where an LEA has indicated that it does not have the capacity to serve a Tier I school due to barriers such as fiscal and/or municipal legal requirements, regulations, labor management agreements, etc., that precluded them from applying to implement one of the four prescribed interventions, the LEA would be required to provide a detailed explanation of why the LEA cannot serve the required Tier I school/s. The explanation would be reviewed by Title I program staff in coordination with NYSED fiscal management and/or other Department 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 funding 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.

The NYS Education Department can assess fiscal capacity by reviewing a school district's financial profile, which includes the district's state aid claim forms and audited financial statements for the previous year that it submits to the Department. Our Grants Finance Unit maintains financial disbursement forms that document how LEAs are projecting to expend awarded funds (FS-10) and how funds have actually been expended (FS-10F). By reviewing these documents, Department staff can use both current and historical data to assess whether a district has the fiscal capacity to support its designated Tier I and II schools to implement a school intervention model. NYSED can assess operational capacity by reviewing collective bargaining materials that districts must submit as part of their SIG application, by a review of the district plan to support implementation outlined in the SIG application, as well as through an interview of district leadership.

While NYSED will carefully review any district's assertion that it lacks capacity to implement one of the models in the identified schools, if NYSED believes that the district does have the capacity to serve schools that were not listed in the district's LEA application, and the district fails to apply to serve those schools, NYSED reserves the right to deny the district application.

D (PART 1). TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

Please note that Section D has been reformatted to separate the timeline into a different section for the FY 2010 application.

Insert response to Section D (Part 1) Timeline here:

Based on our December 3rd submission, our implementation timeline is as follows:

Action	Date
Submit application to USED and release draft LEA application to eligible LEAs.	On or after December 3 rd , 2010
Release LEA Application to eligible LEAs	January 3 rd , 2011
Coordinate Application Review Team and initiate training	January 10 th , 2011
Applications due to NYSED	On or before April 30 th , 2011
Complete Application Reviews	June 30th, 2011
Projected Award dates	On or before July 31st, 2011

Contingent on the quality of the initial application and the LEA's response to requests for clarification and additional information, applications will advance through the multiple stages of the review process until finalists will be selected to receive awards.

D (PARTS 2-8). DESCRIPTIVE INFORMATION:

(2) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA’s 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.

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

(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.

(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.

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

(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.

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA’s approval to have the SEA provide the services directly.³

³ If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

SEA is using the same descriptive information as FY 2009.

SEA has revised its descriptive information for FY 2010.

Insert response to Section D (Parts 2-8) Descriptive Information here:

2. 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. 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. The NYSED has recently completed 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 SIG and winning Race to the Top plans prioritize a comprehensive system of support to LEAs as they implement one of the four intervention models. New York's plans to support LEAs address not just their needs related to implementation of the school intervention models, but also seeks 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 created two new offices that focus solely on helping LEAs turnaround their low-performing schools with innovative new school models. Specifically, the Office of District Services (ODS) ensures that targeted LEAs have the capacity to support achievement in all of their schools, coordinates 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. ODS also will coordinate the establishment of network teams that will support PLA schools in the areas of data, implementation of the common core curriculum, and instruction. A second office, The Office of Innovative School Models (OISM), will 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 also oversees the State's charter school authorizations and is working towards creating optimal state-level policy and operating conditions for dramatic school intervention and ensuring 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. OISM engages with schools when they are identified as persistently-lowest achieving and aggressively intervenes to coordinate turnaround efforts. OISM will be responsible for the performance management of this group of identified schools; will set performance plans for student academic performance and school operational performance; and will conduct school reviews. OISM is also responsible for the establishment of an External Technical Assistance Center for Innovation and Turnaround (ETACIT). Serving as a statewide clearinghouse of information and support for LEAs intervening in their persistently lowest-achieving schools, ETACIT will be run by an external partner selected via RFP from among top national providers. Both the network teams and ETACIT are funded through New York State's successful Race to the Top application.

Liaisons from the Office of Accountability and from the Office of Innovative School Models 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. 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. 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. Not Applicable.

8. Not Applicable.

E. ASSURANCES

By submitting this application, the SEA assures that it will do the following (check each box):

- 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.
- 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 "rigorous review process" of recruiting, screening, and selecting external providers as well as 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; total amount of the three year grant listed by each year of implementation; 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: The 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 any State-level funds it chooses to reserve from its School Improvement Grant allocation.

Insert response to Section F SEA Reservation here:

As noted in Section D, #4 the NYSED has restructured 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 WITH STAKEHOLDERS: The 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 the LEAs with identified PLA schools.

H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

WAIVERS OF SEA REQUIREMENTS

Enter State Name Here New York State requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 1: Tier II waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

Assurance

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

Note: An SEA that requested and received the Tier II waiver for its FY 2009 definition of “persistently lowest achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier

III schools.

Waiver 2: n-size waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than **[Please indicate number]** .

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

Note: An SEA that requested and received the n-size waiver for its FY 2009 definition of “persistently lowest-achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

Waiver 3: New list waiver

Because the State neither must nor elects to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2009 competition.

Assurance

The State assures that it has five or more unserved Tier I schools on its FY 2009 list.

WAIVERS OF LEA REQUIREMENTS

Enter State Name Here New York State requests a waiver of the requirements it has indicated 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, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

Waiver 4: School improvement timeline waiver

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011–2012 school year to “start over” in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2011–2012 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, 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.

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

Schools that started implementation of a turnaround or restart model in the 2010-2011 school year cannot request this waiver to “start over” their school improvement timeline again.

Waiver 5: Schoolwide program waiver

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, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

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

The State assures that, if it is granted this waiver, 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.

Note: An SEA that requested and received the schoolwide program waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

PERIOD OF AVAILABILITY WAIVER

Enter State Name Here New York State requests a waiver of the requirement indicated below. The State believes that the requested waiver will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and improve the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 6: Period of availability of FY 2009 carryover funds waiver

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

Note: This waiver only applies to FY 2009 carryover funds. An SEA that requested and received this waiver for the FY 2009 competition and wishes to also receive the waiver to apply to FY 2009 carryover funds in order to make them available for three full years for schools awarded SIG funds through the FY 2010 competition must request the waiver again in this application.

ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS

(Must check if requesting one or more waivers)

The State assures that, prior to submitting 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 its waiver request(s) 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 the above waiver request(s) 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.

PART II: LEA REQUIREMENTS

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs. That application must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

Please note that for FY 2010, an SEA must develop or update its LEA application form to include information on any activities, as well as the budget for those activities, that LEAs plan to carry out during the pre-implementation period to help prepare for full implementation in the following school year.

The SEA must submit its LEA application form with its application to the Department for a School Improvement Grant. The SEA should attach the LEA application form in a separate document.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

- (1) For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
 - The LEA has analyzed the needs of each school and selected an intervention for each school; and
 - The LEA 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 LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- (2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.
- (3) The LEA must describe actions it has taken, or will take, to—
 - Design and implement interventions consistent with the final requirements;
 - Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - Align other resources with the interventions;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
 - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application.
- (5) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Tier I ES #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Tier I ES #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Tier I MS #1	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
Tier II HS #1	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
LEA-level Activities	\$250,000		\$250,000	\$250,000	\$750,000
Total Budget	\$6,279,000		\$5,981,500	\$5,620,000	\$17,880,500

D. ASSURANCES: An LEA must include the following assurances in its application for a 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.

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

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.

- “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.

APPENDIX A

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

Congress appropriated \$546 million for School Improvement Grants in FY 2010. In addition, most States will be carrying over a portion of their FY 2009 SIG allocations, primarily due to the requirement in section II.B.9(a) of the SIG final requirements that if not every Tier I school in a State was served with FY 2009 SIG funds, the State was required to carry over 25 percent of its FY 2009 SIG allocation, combine those funds with the State's FY 2010 SIG allocation, and award the combined funding to eligible LEAs consistent with the SIG final requirements. In FY 2009, the combination of \$3 billion in School Improvement Grant funding from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation created a unique opportunity for the program to provide the substantial funding over a multi-year period to support the implementation of school intervention models. In response to this opportunity, the Department encouraged States to apply for a waiver extending the period of availability of FY 2009 SIG funds until September 30, 2013 so that States could use these funds to make three-year grant awards to LEAs to support the full and effective implementation of school intervention models in their Tier I and Tier II schools. All States with approved FY 2009 SIG applications applied for and received this waiver to extend the period of availability of FY 2009 SIG funds and, consistent with the final SIG requirements, are using FY 2009 funds to provide a full three years of funding (aka, "frontloading") to support the implementation of school intervention models in Tier I and Tier II schools.

The Department encouraged frontloading in FY 2009 because the extraordinary amount of SIG funding available in FY 2009 meant that, if those funds had been used to fund only the first year of implementation of a school intervention model, *i.e.*, to make first-year only awards, there would not have been sufficient funding for continuation awards in years two and three of the SIG award period (*i.e.*, SIG funding in FY 2009 was seven times the amount provided through the regular appropriation). Similarly, the estimated nearly \$1.4 billion in total SIG funding available in FY 2010 (an estimated \$825 million in FY 2009 SIG carryover funds plus the \$546 million FY 2010 SIG appropriation) is larger than the expected annual SIG appropriation over the next two fiscal years; if all funds available in FY 2010 were used to make the first year of three-year awards to LEAs for services to eligible Tier I and Tier II schools, there would not be sufficient funds to make continuation awards in subsequent fiscal years.

Maximizing the Impact of Regular FY 2010 SIG Allocations

Continuing the practice of frontloading SIG funds in FY 2010 with respect to all SIG funds that are available for the FY 2010 competition (FY 2009 carryover funds plus the FY 2010 appropriation) would, in many States, limit the number of Tier I and Tier II schools that can be served as a result of the FY 2010 SIG competition. For this reason, the Department believes that, for most States, the most effective method of awarding FY 2010 SIG funds to serve the maximum number of Tier I and Tier II schools that have the capacity to fully and effectively implement a school intervention model is to frontload FY 2009 carryover funds while using FY 2010 SIG funds to make first-year only awards.

For example, if a State has \$36 million in FY 2009 carryover SIG funds and \$21 million in FY 2010 funds, and awards each school implementing a school intervention model an average of \$1 million per year over three years, the SEA would be able to fund 12 schools with FY 2009 carryover funds (*i.e.*, the \$36 million would cover all three years of funding for those 12 schools), plus an additional 21 schools with FY 2010 funds (*i.e.*, the \$21 million would cover the first year of funding for each of those schools, and the second and third years would be funded through continuation grants from subsequent SIG appropriations). Thus, the State would be able to support interventions in a total of 33 schools. However, if the same State elected to frontload all funds available for its FY 2010 SIG competition (FY 2009 carryover funds and its FY 2010 allocation), it would be able to fund interventions in only 19 schools (\$57 million divided by \$3 million per school over three years).

LEAs that receive first-year only awards would continue to implement intervention models in Tier I and Tier II schools over a three-year award period; however, second- and third-year continuation grants would be awarded from SIG appropriations in subsequent fiscal years. This practice of making first-year awards from one year's appropriation and continuation awards from funds appropriated in subsequent fiscal years is similar to the practice used for many U.S. Department of Education discretionary grant programs.

States with FY 2009 SIG carryover funds are invited to apply, as in their FY 2009 applications, for the waiver to extend the period of availability of these funds for one additional year to September 30, 2014. States that did not carry over FY 2009 SIG funds, or that carried over only a small amount of such funds, need not apply for this waiver; such States will use all available FY 2010 SIG funds to make first-year awards to LEAs in their FY 2010 SIG competitions.

Continuation of \$2 Million Annual Per School Cap

For FY 2010, States continue to have flexibility to award up to \$2 million annually for each participating school. This flexibility applies both to funds that are frontloaded and those that are used for first-year only awards. As in FY 2009, this higher limit will permit an SEA to award the amount that the Department believes typically would be required for the successful

implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (*e.g.*, a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually).

In addition, the annual \$2 million per school cap, which permits total per-school funding of up to \$6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. An SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

LEA Budgets

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
3. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).

SEA Allocations to LEAs

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
7. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An

SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.

3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).
6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

APPENDIX B

	Schools an SEA MUST identify in each tier	Newly eligible schools an SEA MAY identify in each tier
Tier I	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.”**	Title I eligible ^{††} elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier II	Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.”	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier III	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. ^{‡‡}	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two years.

** “Persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

^{††} For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds).

^{‡‡} Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, certain Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if an SEA receives a waiver to include them in the pool of schools from which Tier II schools are selected or if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.

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**School Improvement Grants
Application**

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

Cover Page

LEA BEDS Code

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District:	
Address:	
Contact Person:	Telephone:
Address of Contact:	
E-mail Address:	Fax:

<p>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.</p>	
Authorized Signature of Chief School Officer (in blue ink)	
Typed Name:	Date:

**New York State Education Department
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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 67 identified Tier I and II persistently lowest-achieving schools in the State. Although LEAs are required to identify Tier III schools that they commit to serve within this application, SED will prioritize funding for Tier I and Tier II schools. SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully. Priority will be given to LEAs that commit to serve all identified Tier I and Tier II schools, and that demonstrate through their application the strongest commitment and capacity to fully implement the four intervention models and raise student achievement. Please see Commissioner Steiner's Press Release regarding Persistently Lowest-Achieving Schools, at 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). SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully. This funding is contingent on the LEA's capacity to implement the selected models and an approved application and budget that includes sufficient funds to implement the selected intervention model fully and effectively in each school. Each grant will be renewable based upon demonstrated success in at least one of the following areas:

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

Funding Period

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

Expectations

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

Models

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:

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

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

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;

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- (8) Distribution of teachers by performance level on an LEA's teacher evaluation system; and
- (9) Teacher attendance rate.

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

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

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

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

Additional Information or Assistance

For additional information or assistance, please see:

- New York 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

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**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: School Level Activities
9. Budget Narrative: LEA Level Activities
10. Budget, FS-10

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

Application Submission Due Date

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

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

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

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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.**

DRAFT

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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, and includes any pre-implementation activities. Identify who will be responsible within the LEA for these activities, and include a description of their specific duties.

LEA level Activities for Tier I and II Schools

Type of Activity/Description	Timeline	Persons Responsible	Description of duties

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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 and/or annual goals the LEA has established for graduation rate in Tier I and II schools that receive school improvement funds. Additionally, please include annual goals for the leading indicators listed on page 18. Describe the LEA’s plan for assessing school progress on meeting those goals, and for monitoring the implementation of the four models.

An LEA’s annual ELA, math and graduation goals should be designed so that a school that achieves them each year will no longer be persistently lowest achieving within three years. Please see NYSED guidance on setting goals for persistently lowest achieving schools at <http://www.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, and includes any pre-implementation activities. Identify who will be responsible within the LEA for these activities, and include a description of their specific duties.*

LEA level Activities for Tier III Schools

Type of Activity/Description	Timeline	Persons Responsible	Description of duties

*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 and/or annual goals the LEA has established for graduation rate in Tier III schools that receive school improvement funds.***

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

*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 (*).

School: _____ NCES#: _____ Grades Served: _____ Number of students: _____ Model to be implemented: _____	
Achievement Indicators	2009-2010
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.)

School: _____ NCES#: _____ Grades Served: _____ Number of students: _____ Model to be implemented: _____	
Leading Indicators	2009-2010
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.

Action Required By Turnaround Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
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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Action Required By Turnaround Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
(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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Action Required By Turnaround Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
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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Action Required By Turnaround Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
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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Cost of Implementation of Model (over 3 years)	Amount of 1003(g) funds LEA will allocate to school	Amount of additional funds, to be provided by other sources, LEA will allocate to school
\$	\$	\$

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.

Needs Assessment Process	List Data Analyzed	Major Findings

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.

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

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

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.

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

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

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.

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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.

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.

Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
Required Activities: <u>Developing and increasing teacher and school leader effectiveness</u>			
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			

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Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
<p>achievement and increased high school graduations rates; and (2) Are designed and 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</p>			

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Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
their professional practice, have not done so.			
Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;			
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that			

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Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.			
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			

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Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
seniority			
Required Activities: <u>Comprehensive instructional reform strategies</u>			
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			
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.			
Permissible Activities: <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			

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Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
Implementing a schoolwide “response-to-intervention” model			
Providing additional supports and professional development to teachers and principals in order to implement effective 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,			

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Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
<p>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 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;</p>			
<p>In secondary schools-- Improving student transition from middle to high school through summer transition programs or freshman academies</p>			
<p>In secondary schools-- Increasing graduation rates through, for example, credit-</p>			

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Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills			
In secondary schools-- Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate			
Required Activities: <u>Increasing learning time and creating community-oriented schools</u>			
Establish schedules and strategies that provide increased learning time			
Provide ongoing mechanisms for family and community engagement			
Permissible Activities: <u>Increasing learning time and creating community-oriented schools</u>			
Partnering with parents and parent organizations, faith- and			

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Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
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 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			
Required Activities: <u>Providing operational flexibility and sustained support</u>			

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Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
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 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)			
Permissible Activities: <u>Providing operational flexibility and sustained support</u>			
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			

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Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
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			

APPENDIX B: TRANSFORMATION MODEL

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

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.

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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: SCHOOL LEVEL ACTIVITIES FOR TIER I AND II

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

Model: _____

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
		Pre-implementation	Year 1- Full Implementation	Year 2	Year 3	Pre-implementation	Year 1- Full Implementation	Year 2	Year 3	
Professional Staff										
Support Staff										
Purchased Services (Consultants)										
Supplies and Materials										
Travel										

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Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-implementation	Year 1- Full Implementation	Year 2	Year 3	Pre-implementation	Year 1- Full Implementation	Year 2	Year 3	
Employee Benefits										
Equipment										
Grand Total										

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

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

Category	Description of Budget Item	Proposed LEA allocation				Total Project Allocation
		Pre-implementation	Year 1- Full Implementation	Year 2	Year 3	
Professional Staff						
Support Staff						
Purchased Services (Consultants)						
Supplies and Materials						
Travel						
Employee Benefits						
Equipment						
Grand Total						

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BUDGET NARRATIVE: SCHOOL LEVEL ACTIVITIES FOR TIER III¹

Directions: Complete the following budget narrative. This budget narrative should be in alignment with the activities described in the application.

List of Tier III schools the LEA proposes to serve:

School Name	NCES #:

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 (Consultant)								
Supplies and Materials								
Travel								

¹ 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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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	
Employee Benefits								
Equipment								
Grand Total								

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BUDGET NARRATIVE: LEA LEVEL ACTIVITIES FOR TIER III SCHOOLS²

Directions: Complete the following budget narrative, describing the LEA level activities associated with supporting Tier III schools that the LEA has proposed to serve with SIG funds. This budget narrative should be in alignment with the activities described on p. 16. LEAs are not permitted to use these funds to support schools beyond those they proposed to serve in this application.

Category	Description of Budget Item	Proposed LEA allocation				Total Project Allocation
		Pre-implementation	Year 1- Full Implementation	Year 2	Year 3	
Professional Staff						
Support Staff						
Purchased Services (Consultants)						
Supplies and Materials						
Travel						
Employee Benefits						
Equipment						
Grand Total						

² 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 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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APPENDIX D: SUGGESTED LANGUAGE FOR COMMITMENT LETTER

Please provide a document signed by the Superintendent and the Local Teachers Union Leader, and where applicable a document signed by the Superintendent and the Leader of the Union representing building principals, committing to the following:

By no later than the end of the 2010-11 school year, any existing collective bargaining agreement shall be amended as necessary to require that teachers (or building principals where applicable) assigned to schools for which the district is receiving §1003(g) funds to implement a transformation model will be evaluated using a system that fully implements all of the provisions of Education Law section 3012-c that will be applicable in the 2011-12 school year and thereafter, including those provisions that must be implemented in accordance with locally developed procedures negotiated pursuant to the requirements of Article 14 of the Civil Service Law.

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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.

DRAFT

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ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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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

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**

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.

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

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.

DRAFT

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

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

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

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

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

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

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

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

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

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

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

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

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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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Rubric for Model Implementation Plans

District: _____

School: _____

Model: _____

Reviewer: _____

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

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Plan includes:	Complete	Partial	Minimal	Absent	Comments (must be completed if Partial, Minimal, or Absent are checked, and reference items that need clarification, or that are missing.)
model will occur prior to or during the 2011-2012 school year.					
6. Description of changes LEA may make to practices or policies to facilitate implementation of models					
7. Description of costs associated with each action (description should align with budget narrative and budget provided for grant)					
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					
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

Score	NYSED Reviewer Action	Action By: (Date and Comments)
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.	

Additional Comments:

Reviewer Signature: _____

Date reviewed: _____

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Draft

**New York State Education Department
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Overall LEA SIG Application Rubric

District: _____

Reviewer: _____

Question and Indicator	Answers include:	Complete	Partial	Minimal	Absent	Comments (must be filled out if Partial, Minimal, or Absent are checked and reference items that need clarification, or that are missing.)
Question 1: Capacity	<ul style="list-style-type: none"> • If LEA is claiming lack of capacity, then specific reasons are listed • LEAs must provide a letter signed by union and district representatives committing to the creation of a teacher evaluation system as required by New York State Education Law 3012-c, with 20% of the evaluation based upon student growth on state assessments, and 20% based upon locally determined student achievement assessments (See Appendix D for suggested language) • 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"> ○ Submission of any revised collective bargaining agreements that support full 					

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Question and Indicator	Answers include:	Complete	Partial	Minimal	Absent	Comments (must be filled out if Partial, Minimal, or Absent are checked and reference items that need clarification, or that are missing.)
	<p>implementation of models or a jointly signed letter indicating the status of discussions.</p> <ul style="list-style-type: none"> ○ 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. 					

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Question and Indicator	Answers include:	Complete	Partial	Minimal	Absent	Comments (must be filled out if Partial, Minimal, or Absent are checked and reference items that need clarification, or that are missing.)
	<ul style="list-style-type: none"> ○ 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. ● 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 					
Question 2: Obstacles	<ul style="list-style-type: none"> ● Identification of any obstacles ● Description of practical plan to address obstacles, with responsible parties and timeline ● Submission of any plans to revise collective bargaining agreements that support full implementation of models 					
Question 3:	<ul style="list-style-type: none"> ● Identification of appropriate numbers of 					

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Question and Indicator	Answers include:	Complete	Partial	Minimal	Absent	Comments (must be filled out if Partial, Minimal, or Absent are checked and reference items that need clarification, or that are missing.)
LEA Activities and Personnel, Timeline	<p>personnel for technical assistance and monitoring, with description of duties</p> <ul style="list-style-type: none"> • Description of planning, pre-implementation, implementation, technical assistance, monitoring activities for LEA over three year grant period • Focus on September 2011 implementation in identified schools 					
Question 4: Implementation Plans and Baseline Data Forms	<ul style="list-style-type: none"> • LEA submits Model Implementation Plans and Baseline Data forms for ALL Tier I and II schools the LEA commits to serve • ALL Model Implementation Plans are judged Complete, according to the Model Implementation Rubric. • Milestone actions for selected models will occur prior to or during the 2011-2012 school year. 					

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Question and Indicator	Answers include:	Complete	Partial	Minimal	Absent	Comments (must be filled out if Partial, Minimal, or Absent are checked and reference items that need clarification, or that are missing.)
Question 5: Goals	<ul style="list-style-type: none"> • Annual goals the LEA has established for monitoring student achievement on the State’s assessments in reading/language arts and mathematics in identified schools • LEA’s plan for assessing school progress on meeting those goals • LEA’s plan for monitoring the implementation of the four models 					
Question 6: Consultation	<ul style="list-style-type: none"> • Description of consultation process and any relevant outcomes • Completed APPENDIX C: Consultation and Collaboration Form • Consultation is consistent with the State School Governance Law for New York City, Part 100.11 and the LEA’s Title I parent compact. 					
Question 7: Tier III Activities	<ul style="list-style-type: none"> • 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 	N/A				
Question 8: Tier III Goals	<ul style="list-style-type: none"> • Annual goals the LEA has established for monitoring student achievement on the State’s assessments in reading/language arts and mathematics in identified schools 					

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

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Scoring Guide

Score	NYSED Response	Decision
All (8) indicators and the budget narratives were judged Complete	LEA SIG Application is approved for requested amount.	
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 approved for requested amount, after LEA has submitted additional information 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 approved for reduced amount, after LEA has submitted additional information 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 approved for reduced amount, after LEA has submitted additional information 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 disapproved. LEA has the option to submit a new application , within the time period set forth by NYSED.	

Additional Comments:

Reviewer Signature: _____

Date reviewed: _____

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**New York State Education Department
School Improvement Grant Application under Section 1003(g), FY 2010**

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS

LEA NAME	SCHOOL NAME	LEA NCES ID #	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
ALBANY CITY SD	WILLIAM S HACKETT MIDDLE SCHOOL	3602460	360246000032	X				
BUFFALO CITY SD	BILINGUAL CENTER	3605850	360585000333	X				
BUFFALO CITY SD	BUFFALO ELEM SCH OF TECHNOLOGY	3605850	360585000295	X				
BUFFALO CITY SD	BURGARD VOC HIGH SCHOOL	3605850	360585000301	X			X	
BUFFALO CITY SD	EAST HIGH SCHOOL	3605850	360585005601	X			X	
BUFFALO CITY SD	LAFAYETTE HIGH SCHOOL	3605850	360585000314	X				
BUFFALO CITY SD	PS 37 FUTURES ACADEMY	3605850	360585000335	X				
BUFFALO CITY SD	PS 59 DR CHARLES DREW SCI MAGNET	3605850	360585000350	X				
BUFFALO CITY SD	RIVERSIDE INSTITUTE OF TECHNOLOGY	3605850	360585000375	X				
BUFFALO CITY SD	WATERFRONT SCHOOL	3605850	360585000381	X				
GREENBURGH ELEVEN U	GREENBURGH ELEVEN MIDDLE SCHOOL	3610140	361014000454	X				
MT PLEASANT-COTTAGE	MT PLEASANT COTTAGE SCHOOL	3608470	360847000652	X				
NYC GEOG DIST # 2	HS OF GRAPHIC COMMUNICATION ARTS	3600077	360007704519	X			X	
NYC GEOG DIST # 2	NORMAN THOMAS HIGH SCHOOL	3600077	360007702039	X			X	
NYC GEOG DIST # 2	WASHINGTON IRVING HIGH SCHOOL	3600077	360007702885	X			X	
NYC GEOG DIST # 5	HARLEM RENAISSANCE HIGH SCHOOL	3600081	360008105758	X			X	
NYC GEOG DIST # 5	IS 195 ROBERTO CLEMENTE	3600081	360008101993	X				
NYC GEOG DIST # 7	ALFRED E SMITH CAREER-TECH HIGH SCH	3600084	360008401909	X			X	
NYC GEOG DIST # 7	SAMUEL GOMPERS CAREER/TECH ED HS	3600084	360008402866	X			X	
NYC GEOG DIST # 8	HS 560 BRONX ACADEMY HIGH SCHOOL	3600085	360008505565	X			X	
NYC GEOG DIST # 8	BANANA KELLY HIGH SCHOOL	3600085	360008502968	X			X	
NYC GEOG DIST # 8	HERBERT H LEHMAN HIGH SCHOOL	3600085	360008501964	X			X	
NYC GEOG DIST # 8	JANE ADDAMS HS FOR ACADEMIC CAREERS	3600085	360008502011	X			X	
NYC GEOG DIST # 8	SCH-COMMUNITY RESEARCH & LEARNING	3600085	360008505507	X			X	
NYC GEOG DIST # 9	BRONX HIGH SCHOOL OF BUSINESS	3600086	360008605176	X			X	
NYC GEOG DIST # 9	IS 339	3600086	360008603780	X				
NYC GEOG DIST # 9	JHS 22 JORDAN L MOTT	3600086	360008604461	X				
NYC GEOG DIST #10	FORDHAM LEADERSHIP ACADEMY	3600087	360008705184	X			X	
NYC GEOG DIST #10	GRACE H DODGE CAREER AND TECH HS	3600087	360008701958	X				
NYC GEOG DIST #10	JHS 80 MOSHOLU PARKWAY	3600087	360008702316	X				
NYC GEOG DIST #10	JOHN F KENNEDY HIGH SCHOOL	3600087	360008702016	X			X	
NYC GEOG DIST #10	MS 391 ANGELO PARTI MIDDLE SCHOOL	3600087	360008703812	X				
NYC GEOG DIST #11	CHRISTOPHER COLUMBUS HIGH SCHOOL	3600088	360008801935	X			X	
NYC GEOG DIST #11	JHS 142 JOHN PHILIP SOUSA	3600088	360008802517	X				
NYC GEOG DIST #12	MONROE ACAD FOR BUSINESS & LAW	3600090	360009001339	X			X	
NYC GEOG DIST #14	JOHN ERICSSON MIDDLE SCHOOL 126	3600119	360011902467	X				

NYC GEOG DIST #15	PACIFIC HIGH SCHOOL	3600092	360009200821	X			X	
NYC GEOG DIST #15	IS 136 CHARLES O DEWEY	3600092	360009205513	X				
NYC GEOG DIST #15	METROPOLITAN CORPORATE ACADEMY	3600092	360009200826	X				
NYC GEOG DIST #16	BOYS & GIRLS HIGH SCHOOL	3600094	360009401921	X			X	
NYC GEOG DIST #17	PAUL ROBESON HIGH SCHOOL	3600095	360009501908	X				
NYC GEOG DIST #19	JHS 166 GEORGE GERSHWIN	3600120	360012002595	X				
NYC GEOG DIST #19	W H MAXWELL CAREER AND TECH HS	3600120	360012002889	X			X	
NYC GEOG DIST #21	JOHN DEWEY HIGH SCHOOL	3600152	360015204312	X			X	
NYC GEOG DIST #22	SHEEPSHEAD BAY HIGH SCHOOL	3600153	360015302873	X			X	
NYC GEOG DIST #24	GROVER CLEVELAND HIGH SCHOOL	3600098	360009801959	X			X	
NYC GEOG DIST #24	NEWTOWN HIGH SCHOOL	3600098	360009802038	X			X	
NYC GEOG DIST #27	AUGUST MARTIN HIGH SCHOOL	3600123	360012301912	X			X	
NYC GEOG DIST #27	BEACH CHANNEL HIGH SCHOOL	3600123	360012301918	X			X	
NYC GEOG DIST #27	JOHN ADAMS HIGH SCHOOL	3600123	360012302013	X			X	
NYC GEOG DIST #27	RICHMOND HILL HIGH SCHOOL	3600123	360012302863	X			X	
NYC GEOG DIST #28	JAMAICA HIGH SCHOOL	3600100	360010002008	X			X	
NYC GEOG DIST #32	BUSHWICK COMM HIGH SCHOOL	3600097	360009705725	X				
NYC GEOG DIST #32	JHS 296 THE HALSEY	3600097	360009702803	X				
ROCHESTER CITY SD	CHARLOTTE HIGH SCHOOL	3624750	362475003362	X				
ROCHESTER CITY SD	DR FREDDIE THOMAS HIGH SCHOOL	3624750	362475005586	X			X	
ROCHESTER CITY SD	JOHN MARSHALL HIGH SCHOOL	3624750	362475003368	X			X	
ROCHESTER CITY SD	THOMAS JEFFERSON HIGH SCHOOL	3624750	362475003367	X				
SYRACUSE CITY SD	GRANT MIDDLE SCHOOL	3628590	362859003862	X				
ABBOTT UFSD	ABBOTT SCHOOL	3602300	360230004429				X	
ALBANY CITY SD	ALBANY HIGH SCHOOL	3602460	360246000014		X			
ALBANY CITY SD	GIFFEN MEMORIAL ELEMENTARY SCHOOL	3602460	360246000016				X	
ALBANY CITY SD	NORTH ALBANY ACADEMY	3602460	360246000024				X	
AMITYVILLE UFSD	EDMUND W MILES MIDDLE SCHOOL	3602940	360294000062				X	
AMITYVILLE UFSD	PARK AVENUE SCHOOL	3602940	360294000066				X	
AMSTERDAM CITY SD	AMSTERDAM HIGH SCHOOL	3602970	360297000068				X	
AMSTERDAM CITY SD	R J MCNULTY ACADEMY	3602970	360297000073				X	
AMSTERDAM CITY SD	WILLIAM B TECLER ARTS IN EDUCATION	3602970	360297000074				X	
AUBURN CITY SD	EAST MIDDLE SCHOOL	3603480	360348000103				X	
BEACON CITY SD	SARGENT SCHOOL	3604140	360414000181				X	
BERKSHIRE UFSD	BERKSHIRE JUNIOR-SENIOR HIGH SCHOOL	3604590	360459000202				X	
BRENTWOOD UFSD	BRENTWOOD HIGH SCHOOL	3605280	360528004433				X	
BRENTWOOD UFSD	HEMLOCK ELEMENTARY SCHOOL	3605280	360528000250				X	
BRENTWOOD UFSD	LORETTA PARK ELEMENTARY SCHOOL	3605280	360528000252				X	
BRENTWOOD UFSD	NORTH MIDDLE SCHOOL	3605280	360528000254				X	
BRENTWOOD UFSD	NORTHEAST ELEMENTARY SCHOOL	3605280	360528000255				X	
BUFFALO CITY SD	BUFFALO ACADEMY-VIS & PERF ARTS	3605850	360585000297				X	
BUFFALO CITY SD	CAMPUS WEST SCHOOL	3605850	360585000303				X	
BUFFALO CITY SD	COMMUNITY SCHOOL #53	3605850	360585000346				X	

BUFFALO CITY SD	DR A PANTOJA COMM SCH EXCLLNCE	3605850	360585000323			X	
BUFFALO CITY SD	FRANK A SEDITA SCHOOL #30	3605850	360585005858			X	
BUFFALO CITY SD	GRABIARZ SCHOOL OF EXCELLENCE	3605850	360585003481			X	
BUFFALO CITY SD	GROVER CLEVELAND HIGH SCHOOL	3605850	360585000309			X	
BUFFALO CITY SD	HARVEY AUSTIN SCHOOL #97	3605850	360585005600			X	
BUFFALO CITY SD	HERMAN BADILLO COMMUNITY SCHOOL	3605850	360585000310			X	
BUFFALO CITY SD	LOVEJOY DISCOVERY SCHOOL #43	3605850	360585000339			X	
BUFFALO CITY SD	PS 17	3605850	360585000317			X	
BUFFALO CITY SD	PS 84	3605850	360585000371			X	
BUFFALO CITY SD	WEST HERTEL ELEMENTARY SCHOOL	3605850	360585000382			X	
CANISTEO-GREENWOOD	CANISTEO-GREENWOOD MIDDLE SCHOOL	3600124	360012405739			X	
CATSKILL CSD	CATSKILL ELEMENTARY SCHOOL	3606720	360672005040			X	
CENTRAL ISLIP UFSD	CENTRAL ISLIP SENIOR HIGH SCHOOL	3606870	360687000473			X	
ELMIRA CITY SD	DIVEN SCHOOL	3610560	361056000816			X	
ELMIRA CITY SD	ELMIRA ALT HS AT WASHINGTON SCHOOL	3610560	361056005595			X	
ELMIRA CITY SD	ELMIRA FREE ACADEMY	3610560	361056000814			X	
GEORGE JUNIOR REPUB	GEORGE JUNIOR REPUBLIC SCHOOL	3615030	361503001257		X		
GLOVERSVILLE CITY SD	GLOVERSVILLE HIGH SCHOOL	3612270	361227000987			X	
GREENBURGH-GRAHAM U	MARTIN LUTHER KING JR HIGH SCHOOL	3612400	361240004295			X	
GREENBURGH-GRAHAM U	ZICCOLELLA ELEMENTARY/MIDDLE SCHOOL	3612400	361240001008			X	
GREENBURGH-NORTH CA	CLARK ACADEMY	3627980	362798005843			X	
HANNIBAL CSD	KENNEY MIDDLE SCHOOL	3613590	361359001111			X	
HARTFORD CSD	HARTFORD CENTRAL SCHOOL	3613830	361383001129			X	
HAWTHORNE-CEDAR KNC	HAWTHORNE CEDAR KNOLLS JR HIGH SCH	3614070	361407001515			X	
HEMPSTEAD UFSD	COLLEGE PREP BUSINESS LAW	3614130	Not Assigned Yet - Opened 2010-11			X	
HEMPSTEAD UFSD	COLLEGE PREP MATH AND SCIENCE	3614130	Not Assigned Yet - Opened 2010-11			X	
HEMPSTEAD UFSD	COLLEGE PREP MUSIC AND ART	3614130	Not Assigned Yet - Opened 2010-11			X	
HEMPSTEAD UFSD	HEMPSTEAD HIGH SCHOOL	3614130	361413001152			X	
HENDRICK HUDSON CSD	BUCHANAN-VERPLANCK ELEMENTARY SCHC	3614190	361419001162			X	
HIGHLAND CSD	HIGHLAND ELEMENTARY SCHOOL	3614400	361440001191			X	
HORNELL CITY SD	HORNELL SENIOR HIGH SCHOOL	3614820	361482001233			X	
HORSEHEADS CSD	GARDNER ROAD ELEMENTARY SCHOOL	3614850	361485001239			X	
HUDSON CITY SD	HUDSON JR/SR HIGH SCHOOL	3614940	361494001249			X	
HUDSON CITY SD	MONTGOMERY C SMITH INTER SCHOOL	3614940	361494001248			X	
ILION CSD	BARRINGER ROAD ELEMENTARY SCHOOL	3615240	361524001282			X	
JOHN V LINDSAY WILDCA	JOHN V LINDSAY WILDCAT ACAD CHARTER	3600053	360005304411			X	
LACKAWANNA CITY SD	MARTIN ROAD ELEMENTARY SCHOOL	3616440	361644005578			X	
LANSINGBURGH CSD	KNICKERBOCKER MIDDLE SCHOOL	3616740	361674001492			X	
LAWRENCE UFSD	LAWRENCE SENIOR HIGH SCHOOL	3616830	361683001505			X	
LITTLE FLOWER UFSD	LITTLE FLOWER SCHOOL	3617400	361740001552			X	
LOCKPORT CITY SD	LOCKPORT HIGH SCHOOL	3617670	361767001586			X	
MALONE CSD	ST JOSEPH'S ELEMENTARY SCHOOL	3618180	361818001639			X	
MASSENA CSD	J WILLIAM LEARY JUNIOR HIGH SCHOOL	3618660	361866001694			X	

MASSENA CSD	MASSENA SENIOR HIGH SCHOOL	3618660	361866001695			X	
MIDDLETOWN CITY SD	MAPLE HILL ELEMENTARY SCHOOL	3619320	361932003199			X	
MONTICELLO CSD	MONTICELLO HIGH SCHOOL	3619740	361974001810			X	
MT PLEASANT-BLYTHEDA	BLYTHEDALE SCHOOL	3620170	362017001851			X	
MT PLEASANT-COTTAGE	EDENWALD SCHOOL	3608470	360847000653			X	
MT VERNON SCHOOL DIS	MT VERNON HIGH SCHOOL	3620100	362010001839			X	
MT VERNON SCHOOL DIS	NELSON MANDELA COMM HS-COLUMBUS BL	3620100	362010000365			X	
MT VERNON SCHOOL DIS	THORNTON HIGH SCHOOL	3620100	362010005949			X	
NEWBURGH CITY SD	HERITAGE JUNIOR HIGH SCHOOL	3620700	362070004486			X	
NEWBURGH CITY SD	NEWBURGH FREE ACADEMY	3620700	362070002910			X	
NEWBURGH CITY SD	SOUTH JUNIOR HIGH SCHOOL	3620700	362070002912			X	
NEWBURGH CITY SD	TEMPLE HILL SCHOOL	3620700	362070002913			X	
NORTH ROSE-WOLCOTT	NORTH ROSE-WOLCOTT MIDDLE SCHOOL	3616980	361698001514			X	
NORTH SYRACUSE CSD	NORTH SYRACUSE JUNIOR HIGH SCHOOL	3621210	362121003001			X	
NYC GEOG DIST # 1	HENRY STREET SCHOOL	3600076	360007605614			X	
NYC GEOG DIST # 1	MARTE VALLE SECONDARY SCHOOL	3600076	360007601275			X	
NYC GEOG DIST # 1	UNIVERSITY NEIGHBORHOOD HIGH SCHOOL	3600076	360007603680			X	
NYC GEOG DIST # 1-	PS 140 NATHAN STRAUS	3600076	360007602511			X	
NYC GEOG DIST # 2	SCHOOL-PHYSICAL CITY HIGH SCHOOL	3600077	360007700673			X	
NYC GEOG DIST # 2	BAYARD RUSTIN EDUCATIONAL COMPLEX	3600077	360007704401			X	
NYC GEOG DIST # 2	HARVEY MILK HIGH SCHOOL	3600077	360007705522			X	
NYC GEOG DIST # 2	HS 560 CITY-AS-SCHOOL	3600077	360007700649			X	
NYC GEOG DIST # 2	INDEPENDENCE HIGH SCHOOL	3600077	360007705566			X	
NYC GEOG DIST # 2	IS 131	3600077	360007704402			X	
NYC GEOG DIST # 2	LIBERTY HIGH SCH ACAD-NEWCOMERS	3600077	360007700637			X	
NYC GEOG DIST # 2	MANHATTAN BRIDGES HIGH SCHOOL	3600077	360007705500			X	
NYC GEOG DIST # 2	MURRY BERGTRAUM HS FOR BUSS CAR	3600077	360007702034			X	
NYC GEOG DIST # 3	JHS 44 WILLIAM J O'SHEA	3600078	360007802197			X	
NYC GEOG DIST # 3	LOUIS D BRANDEIS HIGH SCHOOL	3600078	360007802023			X	
NYC GEOG DIST # 3	PS 145 THE BLOOMINGDALE SCHOOL	3600078	360007802525			X	
NYC GEOG DIST # 3	PS 241 FAMILY ACADEMY	3600078	360007803550			X	
NYC GEOG DIST # 3	URBAN ASSMBLY SCH-MEDIA STUDIES	3600078	360007805630			X	
NYC GEOG DIST # 4	PS 101 ANDREW DRAPER	3600079	360007902381			X	
NYC GEOG DIST # 4	TITO PUENTO EDUCATION COMPLEX	3600079	360007904449			X	
NYC GEOG DIST # 4	ACADEMY OF ENVIRONMENTAL SCIENCE	3600079	360007902927			X	
NYC GEOG DIST # 4	MS 224 MANHATTAN EAST	3600079	360007904412			X	
NYC GEOG DIST # 4	MS 45/STARS PREP ACADEMY	3600079	360007902200			X	
NYC GEOG DIST # 5	CHOIR ACADEMY OF HARLEM	3600081	360008100590			X	
NYC GEOG DIST # 5	PS 125 RALPH BUNCHE	3600081	360008102462			X	
NYC GEOG DIST # 5	PS 133 FRED R MOORE	3600081	360008102489			X	
NYC GEOG DIST # 5	PS 194 COUNTEE CULLEN	3600081	360008102663			X	
NYC GEOG DIST # 5	PS 200 THE JAMES MCCUNE SMITH SCH	3600081	360008102680			X	
NYC GEOG DIST # 6	HARBOR HEIGHTS MIDDLE SCHOOL	3600083	360008305871			X	

NYC GEOG DIST # 6	IS 218 SALOME URENA	3600083	360008300152			X		
NYC GEOG DIST # 6	JHS 143 ELEANOR ROOSEVELT	3600083	360008302519			X		
NYC GEOG DIST # 6	JHS 52 INWOOD	3600083	360008304451			X		
NYC GEOG DIST # 6	MIDDLE SCHOOL 322	3600083	360008305782			X		
NYC GEOG DIST # 6	MS 321 MINERVA	3600083	360008305646			X		
NYC GEOG DIST # 6	MS 328 MANH MIDDLE SCH-SCIENCE	3600083	360008305649			X		
NYC GEOG DIST # 6	PS 115 ALEXANDER HUMBOLDT	3600083	360008302431			X		
NYC GEOG DIST # 6	PS 128 AUDUBON	3600083	360008302472			X		
NYC GEOG DIST # 6	PS 152 DYCKMAN VALLEY	3600083	360008302546			X		
NYC GEOG DIST # 6	PS 18 PARK TERRACE	3600083	360008300523			X		
NYC GEOG DIST # 6	PS 4 DUKE ELLINGTON	3600083	360008301675			X		
NYC GEOG DIST # 6	PS 8 LUIS BELLIARD	3600083	360008301676			X		
NYC GEOG DIST # 6	PS 98 SHORAC KAPPOCK	3600083	360008302374			X		
NYC GEOG DIST # 7	ACADEMY OF PUBLIC RELATIONS	3600084	360008405786			X		
NYC GEOG DIST # 7	COMMUNITY SCHOOL-SOCIAL JUSTICE	3600084	360008405180			X		
NYC GEOG DIST # 7	JHS 151 LOU GEHRIG	3600084	360008401983			X		
NYC GEOG DIST # 7	JHS 162 LOLA RODRIGUEZ DE TIO	3600084	360008404460			X		
NYC GEOG DIST # 7	MS 203	3600084	360008405119			X		
NYC GEOG DIST # 7	NEW EXPLORERS HIGH SCHOOL	3600084	360008405517			X		
NYC GEOG DIST # 7	PS 161 PONCE DE LEON	3600084	360008402578			X		
NYC GEOG DIST # 7	PS 18 JOHN PETER ZENGER	3600084	360008402098			X		
NYC GEOG DIST # 7	PS 277	3600084	360008403738			X		
NYC GEOG DIST # 7	PS 30 WILTON	3600084	360008402143			X		
NYC GEOG DIST # 7	PS 49 WILLIS AVENUE	3600084	360008402218			X		
NYC GEOG DIST # 7	PS 65 MOTHER HALE ACADEMY	3600084	360008402269			X		
NYC GEOG DIST # 7	PS/IS 224	3600084	360008405520			X		
NYC GEOG DIST # 7	PS/MS 31 THE WILLIAM LLOYD GARRISON	3600084	360008402147			X		
NYC GEOG DIST # 8	BRONX GUILD HIGH SCHOOL	3600085	360008505186			X		
NYC GEOG DIST # 8	F R DE GAUTIER INST-LAW & POLICY	3600085	360008505789			X		
NYC GEOG DIST # 8	GATEWAY SCHOOL	3600085	360008505660			X		
NYC GEOG DIST # 8	HOLCOMBE L RUCKER SCHOOL OF COMMUN	3600085	360008505876			X		
NYC GEOG DIST # 8	JHS 125 HENRY HUDSON	3600085	360008502463			X		
NYC GEOG DIST # 8	MILLENIUM ART ACADEMY	3600085	360008505654			X		
NYC GEOG DIST # 8	MS 302 LUISA DESSUS CRUZ	3600085	360008505122			X		
NYC GEOG DIST # 8	PABLO NERUDA ACADEMY	3600085	360008505661			X		
NYC GEOG DIST # 8	PS 130 ABRAM STEVENS HEWITT	3600085	360008502479			X		
NYC GEOG DIST # 8	PS 152 EVERGREEN	3600085	360008502547			X		
NYC GEOG DIST # 8	PS 62 INOCENSIO CASANOVA	3600085	360008502264			X		
NYC GEOG DIST # 8	PS 72 DR WILLIAM DORNEY	3600085	360008502295			X		
NYC GEOG DIST # 8	PS 75	3600085	360008502302			X		
NYC GEOG DIST # 8	PS 93 ALBERT G OLIVER	3600085	360008502354			X		
NYC GEOG DIST # 9	BRONX EXPEDITIONARY LEARNING HS	3600086	360008605669			X		
NYC GEOG DIST # 9	BRONX LEADERSHIP ACAD HIGH SCHOOL	3600086	360008600795			X		

NYC GEOG DIST # 9	DREAMYARD PREPARATORY SCHOOL	3600086	360008605882			X		
NYC GEOG DIST # 9	FREDERICK DOUGLAS ACAD III SEC	3600086	360008605668			X		
NYC GEOG DIST # 9	IS 117 JOSEPH H WADE	3600086	360008605192			X		
NYC GEOG DIST # 9	IS 219 NEW VENTURE SCHOOL	3600086	360008603747			X		
NYC GEOG DIST # 9	IS 229 ROLAND PATTERSON	3600086	360008602737			X		
NYC GEOG DIST # 9	IS 232	3600086	360008604876			X		
NYC GEOG DIST # 9	IS 313 SCHOOL OF LEADERSHIP DEV	3600086	360008603767			X		
NYC GEOG DIST # 9	JHS 145 ARTURO TOSCANINI	3600086	360008602528			X		
NYC GEOG DIST # 9	JHS 166 ROBERTO CLEMENTE	3600086	360008601986			X		
NYC GEOG DIST # 9	NEW MILLENNIUM BUSINESS ACAD MS	3600086	360008605667			X		
NYC GEOG DIST # 9	PS 114 LUIS LORENS TORRES SCHOOL	3600086	360008602276			X		
NYC GEOG DIST # 9	PS 132 GARRETT A MORGAN	3600086	360008602486			X		
NYC GEOG DIST # 9	PS 230 DR ROLAND N PATTERSON	3600086	360008604355			X		
NYC GEOG DIST # 9	PS 55 BENJAMIN FRANKLIN	3600086	360008602238			X		
NYC GEOG DIST # 9	PS 58	3600086	360008602250			X		
NYC GEOG DIST # 9	PS 64 PURA BELPRE	3600086	360008605542			X		
NYC GEOG DIST # 9	PS 70 MAX SCHOENFELD	3600086	360008602288			X		
NYC GEOG DIST # 9	PS 73 BRONX	3600086	360008602298			X		
NYC GEOG DIST # 9	PS/MS 4 CROTONA PARK WEST	3600086	360008605191			X		
NYC GEOG DIST # 9	URBAN SCIENCE ACADEMY	3600086	360008605665			X		
NYC GEOG DIST #10	BRONX SCHOOL OF SCI INQUIRY & IN	3600087	360008705675			X		
NYC GEOG DIST #10	DEWITT CLINTON HIGH SCHOOL	3600087	360008701940			X		
NYC GEOG DIST #10	DISCOVERY HIGH SCHOOL	3600087	360008705557			X		
NYC GEOG DIST #10	HS-TEACHING AND PROFESSIONS SCHOOL	3600087	360008705181			X		
NYC GEOG DIST #10	IS 206 ANN MERSEREAU	3600087	360008704310			X		
NYC GEOG DIST #10	IS 254	3600087	360008703794			X		
NYC GEOG DIST #10	MS 390	3600087	360008703811			X		
NYC GEOG DIST #10	MS 399	3600087	360008703823			X		
NYC GEOG DIST #10	PS 279 CAPT MANUEL RIVERA JR	3600087	360008700183			X		
NYC GEOG DIST #10	PS 306	3600087	360008701307			X		
NYC GEOG DIST #10	PS 46 EDGAR ALLEN POE	3600087	360008702204			X		
NYC GEOG DIST #10	PS 56 NORWOOD HEIGHTS	3600087	360008702244			X		
NYC GEOG DIST #10	PS 79 CRESTON	3600087	360008702313			X		
NYC GEOG DIST #10	PS 85 GREAT EXPECTATIONS	3600087	360008705139			X		
NYC GEOG DIST #10	PS 94 KINGS COLLEGE SCHOOL	3600087	360008702357			X		
NYC GEOG DIST #10	PS/IS 54	3600087	360008703783			X		
NYC GEOG DIST #10	PULSE HIGH SCHOOL	3600087	360008705760			X		
NYC GEOG DIST #10	THOMAS C GIORDANO MS 45	3600087	360008702202			X		
NYC GEOG DIST #11	BRONX LAB SCHOOL	3600088	360008805683			X		
NYC GEOG DIST #11	BRONXWOOD PREP ACADEMY	3600088	360008805804			X		
NYC GEOG DIST #11	GLOBAL ENTERPRISE HIGH SCHOOL	3600088	360008805559			X		
NYC GEOG DIST #11	HARRY S TRUMAN HIGH SCHOOL	3600088	360008801963			X		
NYC GEOG DIST #11	JHS 144 MICHELANGELO	3600088	360008802524			X		

NYC GEOG DIST #11	PS 103 HECTOR FONTANEZ	3600088	360008802389			X		
NYC GEOG DIST #11	PS 112 BRONXWOOD	3600088	360008802419			X		
NYC GEOG DIST #11	PS 19 JUDITH K WEISS	3600088	360008802100			X		
NYC GEOG DIST #11	PS 78 ANNE HUTCHINSON	3600088	360008802312			X		
NYC GEOG DIST #11	PS 89	3600088	360008802342			X		
NYC GEOG DIST #11	SCHOOL OF DIPLOMACY	3600088	360008805969			X		
NYC GEOG DIST #12	BUSINESS SCHOOL ENTREPREN STUDIES	3600090	360009005168			X		
NYC GEOG DIST #12	BRONX COALITION COMM HIGH SCHOOL	3600090	360009001315			X		
NYC GEOG DIST #12	BRONX REGIONAL HIGH SCHOOL	3600090	360009000744			X		
NYC GEOG DIST #12	EAST BRONX ACADEMY FOR THE FUTURE	3600090	360009005679			X		
NYC GEOG DIST #12	FANNIE LOU HAMER MIDDLE SCHOOL	3600090	360009005806			X		
NYC GEOG DIST #12	JHS 98 HERMAN RIDDER	3600090	360009002373			X		
NYC GEOG DIST #12	NEW DAY ACADEMY	3600090	360009005808			X		
NYC GEOG DIST #12	PEACE & DIVERSITY ACADEMY	3600090	360009005658			X		
NYC GEOG DIST #12	PERFORMANCE CONSERVATORY HIGH	3600090	360009005682			X		
NYC GEOG DIST #12	PS 102 JOSEPH O LORETAN	3600090	360009002388			X		
NYC GEOG DIST #12	PS 195	3600090	360009003353			X		
NYC GEOG DIST #12	PS 212	3600090	360009001309			X		
NYC GEOG DIST #12	PS 47 JOHN RANDOLPH	3600090	360009002209			X		
NYC GEOG DIST #12	PS 50 CLARA BARTON	3600090	360009002219			X		
NYC GEOG DIST #12	PS 6 WEST FARMS	3600090	360009002059			X		
NYC GEOG DIST #12	SCHOOL OF PERFORMING ARTS	3600090	360009005169			X		
NYC GEOG DIST #12	SCHOOL OF SCIENCE & APPLIED LRNG	3600090	360009005807			X		
NYC GEOG DIST #13	BROOKLYN COMM HS-COMM, ARTS, MEDIA	3600091	360009105962			X		
NYC GEOG DIST #13	DR SUSAN S MCKINNEY SEC SCH-ARTS	3600091	360009102781			X		
NYC GEOG DIST #13	GEORGE WESTINGHOUSE CAREER/TECH HS	3600091	360009101955			X		
NYC GEOG DIST #13	MS 571	3600091	360009105697			X		
NYC GEOG DIST #13	PS 287 BAILEY K ASHFORD	3600091	360009102796			X		
NYC GEOG DIST #14	EL PUENTE ACAD FOR PEACE AND JUSTICE	3600119	360011900892			X		
NYC GEOG DIST #14	HIGH SCHOOL FOR LEGAL STUDIES	3600119	360011903078			X		
NYC GEOG DIST #14	JHS 50 JOHN D WELLS	3600119	360011902221			X		
NYC GEOG DIST #14	LYONS COMMUNITY SCHOOL	3600119	360011905933			X		
NYC GEOG DIST #14	PS 19 ROBERTO CLEMENTE	3600119	360011902865			X		
NYC GEOG DIST #14	PS 297 ABRAHAM STOCKTON	3600119	360011902804			X		
NYC GEOG DIST #14	PS 84 JOSE DE DIEGO	3600119	360011902326			X		
NYC GEOG DIST #15	AGNES Y HUMPHREY SCH FOR LEADERSHIP	3600092	360009202132			X		
NYC GEOG DIST #15	PS 24	3600092	360009202993			X		
NYC GEOG DIST #15	SCHOOL FOR INTNTL STUDIES	3600092	360009204890			X		
NYC GEOG DIST #15	SECONDARY SCHOOL FOR JOURNALISM	3600092	360009205531			X		
NYC GEOG DIST #15	SECONDARY SCHOOL FOR RESEARCH	3600092	360009205529			X		
NYC GEOG DIST #15	SOUTH BROOKLYN COMM HIGH SCHOOL	3600092	360009205243			X		
NYC GEOG DIST #16	MS 267 MATH SCIENCE & TECH	3600094	360009404053			X		
NYC GEOG DIST #17	EBBETTS FIELD MIDDLE SCHOOL	3600095	360009505818			X		

NYC GEOG DIST #17	ELIJAH STROUD MIDDLE SCHOOL	3600095	360009505819			X		
NYC GEOG DIST #17	INTERNATIONAL ARTS BUSINESS SCHOOL	3600095	360009505515			X		
NYC GEOG DIST #17	INTERNTL HS AT PROSPECT HGHTS	3600095	360009505712			X		
NYC GEOG DIST #17	MIDDLE SCH-ACADEMIC & SOCIAL EXC	3600095	360009505817			X		
NYC GEOG DIST #17	MIDDLE SCHOOL FOR THE ARTS	3600095	360009505711			X		
NYC GEOG DIST #17	MS 2	3600095	360009501344			X		
NYC GEOG DIST #17	MS 246 WALT WHITMAN	3600095	360009502760			X		
NYC GEOG DIST #17	PS 191 PAUL ROBESON	3600095	360009502656			X		
NYC GEOG DIST #17	PS 22	3600095	360009502360			X		
NYC GEOG DIST #17	PS 375 JACKIE ROBINSON SCHOOL	3600095	360009504882			X		
NYC GEOG DIST #17	PS 6	3600095	360009500799			X		
NYC GEOG DIST #17	SCHOOL FOR DEMOCRACY & LDRSHP	3600095	360009505710			X		
NYC GEOG DIST #17	SCHOOL FOR HUMAN RIGHTS (THE)	3600095	360009505709			X		
NYC GEOG DIST #17	W E B DUBOIS ACADEMIC HIGH SCHOOL	3600095	360009504495			X		
NYC GEOG DIST #18	SAMUEL J TILDEN HIGH SCHOOL	3600096	360009602867			X		
NYC GEOG DIST #18	SOUTH SHORE HIGH SCHOOL	3600096	360009602875			X		
NYC GEOG DIST #18	BROOKLYN BRIDGE ACADEMY	3600096	360009605961			X		
NYC GEOG DIST #18	IS 68 ISAAC BILDERSEE	3600096	360009602283			X		
NYC GEOG DIST #19	FDNY HIGH SCHOOL-FIRE & LIFE SAFETY	3600120	360012005716			X		
NYC GEOG DIST #19	FRANKLIN K LANE HIGH SCHOOL	3600120	360012001954			X		
NYC GEOG DIST #19	HIGH SCHOOL FOR CIVIL RIGHTS	3600120	360012005717			X		
NYC GEOG DIST #19	JHS 292 MARGARET S DOUGLAS	3600120	360012002800			X		
NYC GEOG DIST #19	JHS 302 RAFAEL CORDERO	3600120	360012001998			X		
NYC GEOG DIST #19	PS 13 ROBERTO CLEMENTE	3600120	360012002080			X		
NYC GEOG DIST #19	PS 159 ISAAC PITKIN	3600120	360012002572			X		
NYC GEOG DIST #19	PS 214 MICHAEL FRIEDSAM	3600120	360012002712			X		
NYC GEOG DIST #19	PS 328 PHYLLIS WHEATLEY	3600120	360012002820			X		
NYC GEOG DIST #19	TRANSIT TECH CAREER AND TECH EDU	3600120	360012001941			X		
NYC GEOG DIST #20	FORT HAMILTON HIGH SCHOOL	3600151	360015101952			X		
NYC GEOG DIST #20	JHS 259 WILLIAM MCKINLEY	3600151	360015102775			X		
NYC GEOG DIST #20	JHS 62 DITMAS	3600151	360015102266			X		
NYC GEOG DIST #20	NEW UTRECHT HIGH SCHOOL	3600151	360015102036			X		
NYC GEOG DIST #20	PS 179 KENSINGTON	3600151	360015102625			X		
NYC GEOG DIST #20	PS 69 VINCENT D GRIPPO SCHOOL	3600151	360015105227			X		
NYC GEOG DIST #21	LAFAYETTE HIGH SCHOOL	3600152	360015204403			X		
NYC GEOG DIST #21	ABRAHAM LINCOLN HIGH SCHOOL	3600152	360015201906			X		
NYC GEOG DIST #21	PS 288 THE SHIRLEY TANYHILL	3600152	360015202797			X		
NYC GEOG DIST #21	PS 90 EDNA COHEN	3600152	360015202346			X		
NYC GEOG DIST #22	JAMES MADISON HIGH SCHOOL	3600153	360015302009			X		
NYC GEOG DIST #22	JHS 278 MARINE PARK	3600153	360015302012			X		
NYC GEOG DIST #22	PS 109	3600153	360015301788			X		
NYC GEOG DIST #22	PS 198 BROOKLYN	3600153	360015302673			X		
NYC GEOG DIST #22	PS 251 PAEDERGAT	3600153	360015302853			X		

NYC GEOG DIST #22	PS 269 NOSTRAND	3600153	360015302783			X		
NYC GEOG DIST #23	BROOKLYN DEMOCRACY ACADEMY	3600121	360012105997			X		
NYC GEOG DIST #23	EBC/ENY HIGH SCHOOL-PUBLIC SAFETY	3600121	360012100857			X		
NYC GEOG DIST #23	PS 150 CHRISTOPHER	3600121	360012102542			X		
NYC GEOG DIST #23	PS 165 IDA R POSNER	3600121	360012102590			X		
NYC GEOG DIST #23	PS 284 LEW WALLACE	3600121	360012102794			X		
NYC GEOG DIST #23	PS/IS 155 NICHOLAS HERKIMER	3600121	360012102559			X		
NYC GEOG DIST #24	IS 5 WALTER CROWLEY	3600098	360009803117			X		
NYC GEOG DIST #24	IS 61 LEONARDO DA VINCI	3600098	360009802263			X		
NYC GEOG DIST #24	PS 153 MASPETH	3600098	360009802551			X		
NYC GEOG DIST #24	PS 91 RICHARD ARKWRIGHT	3600098	360009802349			X		
NYC GEOG DIST #24	VOYAGES PREPARATORY	3600098	360009806066			X		
NYC GEOG DIST #25	FLUSHING INTRNL HIGH SCHOOL	3600122	360012205727			X		
NYC GEOG DIST #25	JOHN BOWNE HIGH SCHOOL	3600122	360012202014			X		
NYC GEOG DIST #25	NORTH QUEENS COMMUNITY HIGH SCHOOL	3600122	360012205980			X		
NYC GEOG DIST #26	FRANCIS LEWIS HIGH SCHOOL	3600099	360009901953			X		
NYC GEOG DIST #26	MARTIN VAN BUREN HIGH SCHOOL	3600099	360009902030			X		
NYC GEOG DIST #27	FAR ROCKAWAY HIGH SCHOOL	3600123	360012301948			X		
NYC GEOG DIST #27	JHS 226 VIRGIL I GRISSOM	3600123	360012301995			X		
NYC GEOG DIST #27	MS 53 BRIAN PICCOLO	3600123	360012301972			X		
NYC GEOG DIST #27	PS 225 SEASIDE	3600123	360012302732			X		
NYC GEOG DIST #27	PS 42 R VERNAM	3600123	360012302190			X		
NYC GEOG DIST #28	CATHERINE & COUNT BASIE MS 72	3600100	360010002297			X		
NYC GEOG DIST #28	FOREST HILLS HIGH SCHOOL	3600100	360010001951			X		
NYC GEOG DIST #28	HILLCREST HIGH SCHOOL	3600100	360010001965			X		
NYC GEOG DIST #28	JHS 157 STEPHEN A HALSEY	3600100	360010002567			X		
NYC GEOG DIST #29	BUSINESS/COMPTR APP HIGH SCHOOL	3600101	360010101411			X		
NYC GEOG DIST #29	IS 192 THE LINDEN	3600101	360010102659			X		
NYC GEOG DIST #29	IS 238 SUSAN B ANTHONY	3600101	360010101997			X		
NYC GEOG DIST #29	PS 52 QUEENS	3600101	360010102227			X		
NYC GEOG DIST #29	PS/IS 116 WILLIAM C HUGHLEY	3600101	360010102432			X		
NYC GEOG DIST #30	ALBERT SHANKER SCH-VISUAL/PERF ARTS	3600102	360010202466			X		
NYC GEOG DIST #30	IS 141 THE STEINWAY	3600102	360010202514			X		
NYC GEOG DIST #30	IS 204 OLIVER W HOLMES	3600102	360010202688			X		
NYC GEOG DIST #30	NEWCOMERS HIGH SCHOOL	3600102	360010201821			X		
NYC GEOG DIST #30	PS 112 DUTCH KILLS	3600102	360010202420			X		
NYC GEOG DIST #30	PS 127 AEROSPACE SCIENCE MAGNET	3600102	360010202470			X		
NYC GEOG DIST #30	PS 151 MARY D CARTER	3600102	360010202544			X		
NYC GEOG DIST #30	PS 17 HENRY DAVID THOREAU	3600102	360010202093			X		
NYC GEOG DIST #30	PS 234	3600102	360010205553			X		
NYC GEOG DIST #30	WILLIAM CULLEN BRYANT HIGH SCHOOL	3600102	360010202887		X		X	
NYC GEOG DIST #31	IS 2 GEORGE L EGBERT	3600103	360010302046			X		
NYC GEOG DIST #31	IS 27 ANNING S PRALL	3600103	360010302130			X		

NYC GEOG DIST #31	IS 49 BERTHA A DREYFUS	3600103	360010302216			X		
NYC GEOG DIST #31	IS 51 EDWIN MARKHAM	3600103	360010302057			X		
NYC GEOG DIST #31	IS 72 ROCCO LAURIE	3600103	360010301974			X		
NYC GEOG DIST #31	NEW DORP HIGH SCHOOL	3600103	360010302035			X		
NYC GEOG DIST #31	PORT RICHMOND HIGH SCHOOL	3600103	360010302850			X		
NYC GEOG DIST #31	PS 14 CORNELIUS VANDERBILT	3600103	360010302086			X		
NYC GEOG DIST #31	PS 16 JOHN J DRISCOLL	3600103	360010302090			X		
NYC GEOG DIST #31	PS 31 WILLIAM T DAVIS	3600103	360010302146			X		
NYC GEOG DIST #31	PS 44 THOMAS C BROWN	3600103	360010302196			X		
NYC GEOG DIST #31	PS 57 HUBERT H HUMPHREY	3600103	360010302247			X		
NYC GEOG DIST #31	SUSAN E WAGNER HIGH SCHOOL	3600103	360010302878			X		
NYC GEOG DIST #32	ACADEMY OF URBAN PLANNING	3600097	360009705552			X		
NYC GEOG DIST #32	BUSHWICK SCHOOL FOR SOCIAL JUSTICE	3600097	360009705555			X		
NYC GEOG DIST #32	EBC HIGH SCHOOL-PUBLIC SERVICE	3600097	360009700827			X		
NYC GEOG DIST #32	IS 349 MATH, SCIENCE & TECHNOLOGY	3600097	360009704888			X		
NYC GEOG DIST #32	JHS 291 ROLAND HAYES	3600097	360009702799			X		
NYC GEOG DIST #32	PS 106 EDWARD EVERETT HALE	3600097	360009702400			X		
NYC GEOG DIST #32	PS 145 ANDREW JACKSON	3600097	360009702526			X		
NYC GEOG DIST #32	PS 274 KOSCIUSKO	3600097	360009702788			X		
OGDENSBURG CITY SD	OGDENSBURG FREE ACADEMY	3621660	362166004325			X		
PATCHOGUE-MEDFORD U	BAY ELEMENTARY SCHOOL	3622470	362247003160			X		
PATCHOGUE-MEDFORD U	EAGLE ELEMENTARY SCHOOL	3622470	362247003162			X		
PATCHOGUE-MEDFORD U	MEDFORD ELEMENTARY SCHOOL	3622470	362247003163			X		
PHOENIX CSD	MICHAEL A MAROUN ELEMENTARY SCHOOL	3622920	362292003218			X		
PINE BUSH CSD	CIRCLEVILLE ELEMENTARY SCHOOL	3623010	362301003223			X		
POUGHKEEPSIE CITY SD	POUGHKEEPSIE HIGH SCHOOL	3623760	362376003307		X		X	
POUGHKEEPSIE CITY SD	W W SMITH SCHOOL	3623760	362376004616			X		
RANDOLPH ACAD UFS	RANDOLPH ACADEMY	3607440	360744004507			X		
RED HOOK CSD	MILL ROAD-INTERMEDIATE GRADES	3624240	362424000225			X		
ROCHESTER ACADEMY C	ROCHESTER ACADEMY CHARTER SCHOOL	05995	0599505995			X		
ROCHESTER CITY SD	JAMES MONROE HIGH SCHOOL	3624750	362475003371			X		
ROCHESTER CITY SD	JOSEPH C WILSON FOUNDATION ACADEMY	3624750	362475006076			X		
ROCHESTER CITY SD	JOSEPH C WILSON MAGNET HIGH SCH	3624750	362475003422			X		
ROCHESTER CITY SD	NORTHEAST COLLEGE PREP HIGH SCHOOL	3624750	362475005856			X		
ROCHESTER CITY SD	NORTHWEST COLLEGE PREP HIGH SCHOOL	3624750	362475005849			X		
ROCHESTER CITY SD	SCHOOL 16-JOHN WALTON SPENCER	3624750	362475003390			X		
ROCHESTER CITY SD	SCHOOL 17-ENRICO FERMI	3624750	362475003391			X		
ROCHESTER CITY SD	SCHOOL 28-HENRY HUDSON	3624750	362475004424			X		
ROCHESTER CITY SD	SCHOOL 34-DR LOUIS A CERULLI	3624750	362475003405			X		
ROCHESTER CITY SD	SCHOOL 41-KODAK PARK	3624750	362475003412			X		
ROCHESTER CITY SD	SCHOOL 42-ABELARD REYNOLDS	3624750	362475003413			X		
ROCHESTER CITY SD	SCHOOL 44-LINCOLN PARK	3624750	362475003415			X		
ROCHESTER CITY SD	SCHOOL 45-MARY MCLEOD BETHUNE	3624750	362475002005			X		

ROCHESTER CITY SD	SCHOOL 50-HELEN BARRETT MONTGOMERY	3624750	362475003418			X		
ROCHESTER CITY SD	SCHOOL 5-JOHN WILLIAMS	3624750	362475003380			X		
ROCHESTER CITY SD	SCHOOL 8-ROBERTO CLEMENTE	3624750	362475003383			X		
ROCHESTER CITY SD	SCHOOL 9-DR MARTIN LUTHER KING JR	3624750	362475003384			X		
ROCHESTER CITY SD	SCHOOL WITHOUT WALLS	3624750	362475003420			X		
ROME CITY SD	LYNDON H STROUGH MIDDLE SCHOOL	3624900	362490003446			X		
ROME CITY SD	ROME FREE ACADEMY	3624900	362490003449			X		
ROOSEVELT UFSD	ROOSEVELT HIGH SCHOOL	3624990	362499003463			X		
ROOSEVELT UFSD	ROOSEVELT MIDDLE SCHOOL	3624990	362499005611			X		
SARANAC CSD	SARANAC ELEMENTARY SCHOOL	3600009	360000904668			X		
SCHENECTADY CITY SD	KATHERINE BURR BLODGETT SUCCESS ACA	3626010	362601006083			X		
SCHENECTADY CITY SD	MARTIN LUTHER KING SCHOOL	3626010	362601003584			X		
SCHENECTADY CITY SD	MONT PLEASANT MIDDLE SCHOOL	3626010	362601003585			X		
SCHENECTADY CITY SD	ONEIDA MIDDLE SCHOOL	3626010	362601003586			X		
SCHENECTADY CITY SD	PAIGE SCHOOL	3626010	362601003587			X		
SCHENECTADY CITY SD	SCHENECTADY HIGH SCHOOL	3626010	362601003583		X			
SPRINGVILLE-GRIFFITH IN	SPRINGVILLE ELEMENTARY SCHOOL	3612990	361299001066			X		
SYRACUSE CITY SD	BELLEVUE MS ACADEMY AT SHEA	3628590	362859005963			X		
SYRACUSE CITY SD	BLODGETT K-8 SCHOOL	3628590	362859001848			X		
SYRACUSE CITY SD	CORCORAN HIGH SCHOOL	3628590	362859003850		X		X	
SYRACUSE CITY SD	DANFORTH MIDDLE SCHOOL	3628590	362859003851			X		
SYRACUSE CITY SD	DR KING ELEMENTARY SCHOOL	3628590	362859003854			X		
SYRACUSE CITY SD	ELMWOOD ELEMENTARY SCHOOL	3628590	362859003857			X		
SYRACUSE CITY SD	FRANKLIN ELEMENTARY SCHOOL	3628590	362859003859			X		
SYRACUSE CITY SD	FRAZER K-8 SCHOOL	3628590	362859003860			X		
SYRACUSE CITY SD	HENNINGER HIGH SCHOOL	3628590	362859003864		X			
SYRACUSE CITY SD	HUNTINGTON K-8 SCHOOL	3628590	362859003865			X		
SYRACUSE CITY SD	HURLBUT W SMITH K-8 SCHOOL	3628590	362859003863			X		
SYRACUSE CITY SD	MEACHEM ELEMENTARY SCHOOL	3628590	362859003870			X		
SYRACUSE CITY SD	NOTTINGHAM HIGH SCHOOL	3628590	362859003871		X			
SYRACUSE CITY SD	SEYMOUR DUAL LANGUAGE ACADEMY	3628590	362859003879			X		
SYRACUSE CITY SD	VAN DUYN ELEMENTARY SCHOOL	3628590	362859003881			X		
TROY CITY SD	PS 12	3628950	362895003914			X		
TROY CITY SD	W KENNETH DOYLE MIDDLE SCHOOL	3628950	362895003919			X		
UTICA CITY SD	JOHN F KENNEDY MIDDLE SCHOOL	3629370	362937003952			X		
UTICA CITY SD	SENATOR JAMES H DONOVAN MIDDLE SCH	3629370	362937003962			X		
UTICA CITY SD	THOMAS R PROCTOR HIGH SCHOOL	3629370	362937003963			X		
WATERTOWN CITY SD	WATERTOWN SENIOR HIGH SCHOOL	3630120	363012004057			X		
WELLSVILLE CSD	WELLSVILLE ELEMENTARY SCHOOL	3630480	363048004098			X		
WHITE PLAINS CITY SD	POST ROAD SCHOOL	3631260	363126004184			X		
YONKERS CITY SD	GORTON HIGH SCHOOL	3631920	363192004243			X		
YONKERS CITY SD	MLK JR HIGH TECH & COMPUTER MAGNE	3631920	363192004248			X		
YONKERS CITY SD	MUSEUM SCHOOL 25	3631920	363192004267			X		

YONKERS CITY SD	ROBERT C DODSON SCHOOL	3631920	363192000452			X		
YONKERS CITY SD	SCHOOL 13	3631920	363192004258			X		

SCHOOLS SERVED WITH FY 2009 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE
BUFFALO CITY SD	3605850	Bennett High School	360585000296		X		
		Dr. Martin Luther King Multicultural Institute, #39	360585000305	X			
		International School, #45	360585000341	X			
		South Park High School	360585000378		X		X
NYC GEO. DISTRICT # 2	3600077	Unity Center for Urban Technologies	360007700595	X			X
		Chelsea Career & Technical H.S.	360007701943	X			X
NYC GEO. DISTRICT #5	3600081	Bread & Roses Integrated Arts High School	360008102938	X			X
NYC GEO. DISTRICT #14	3600119	Automotive High School	360011901913	X			X
NYC GEO. DISTRICT #15	3600092	Brooklyn School for Global Studies	360009201377	X			X
		Cobble Hill School for American Studies	360009203389	X			X
NYC GEO. DISTRICT #20	3600151	Franklin Delano Roosevelt High School	360015101947	X			X
NYC GEO. DISTRICT #21	3600152	William E. Grady Career & Technical High School	360015202888	X			X
NYC GEO. DISTRICT #24	3600098	Queens Vocational and Technical High School	360009802860	X			X
NYC GEO. DISTRICT #25	3600122	Flushing High School	360012201950	X			X
NYC GEO. DISTRICT #30	3600102	Long Island City High School	360010202022	X			X

SCHOOLS SERVED WITH FY 2009 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE
ROCHESTER CITY SD	3624750	Skilled Trades at the Edison Campus	362475005608	X			X
		East High School	362475003363	X			
		Franklin BioScience and Health Careers High School	362475004362	X			
		Franklin Global Media Arts H.S.	362475005585	X			
		Franklin International Finance and Economic Development High School	362475005587	X			
		School of Business, Finance and Entrepreneurship at the Edison Campus	362475005606	X			X
		School of Engineering and Manufacturing at the Edison Campus	362475005607	X			
		School of Imaging and Information Technology at the Edison Campus	362475005609	X			X
SYRACUSE CITY SD	3628590	Delaware Academy	362859003852	X			
		George Fowler High School	362859003861		X		
		Hughes Elementary	362859003872	X			
YONKERS CITY SD	3631920	Emerson Middle School	363192004249	X			
		Roosevelt High School	363192004250	X			X