

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

**School Improvement Grants
Application**

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

Cover Page

LEA BEDS Code

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District: Roosevelt Union Free School District	
Address: 335 E. Clinton Ave. Roosevelt, New York 11570	
Contact Person: Dr. Marianna Steele, Assistant Superintendent for Curriculum and Instruction	Telephone: 516-345-7006
Address of Contact: 335 E. Clinton Avenue Roosevelt, NY 11575	
E-mail Address: msteele@rooseveltufsd.com	Fax: 516- 345-7321

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

submitted or has become erroneous by reason of changed circumstances.	
Authorized Signature of Chief School Officer (in blue ink)	
Typed Name: Robert Wayne Harris	Date: May 6, 2011

General Information

Eligible Applicants

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

Funds Available and Award Amounts

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

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

Funding Period

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

Expectations

Through the SIG program, the USED requires State educational agencies (SEAs) to prioritize funding to local educational agencies (LEAs) with the lowest-achieving schools that have the greatest need and demonstrate the strongest commitment to use the funds to significantly raise the achievement of their students. It is USED’s expectation that SIG funds are used for the

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

implementation of one of four rigorous school intervention models—turnaround, restart, school closure, and transformation—in each persistently lowest-achieving school.

Models

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

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

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

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

Definitions

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

SEA - State Education Agency

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

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

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

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

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

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

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.

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

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

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

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

Additional Information or Assistance

For additional information or assistance, please see:

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

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

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

**Roberto Reyes
Title I Director
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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. Appendix D: Suggested Language for Commitment Letter regarding Education Law 3012-c
9. Budget Narrative: School Level Activities
10. Budget Narrative: LEA Level Activities
11. Budget, FS-10

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

Application Submission Due Date

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

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

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; Peer Mediation; Small Group counseling
 - g. Truants;
 - h. Distribution of teachers by performance level on an LEA’s teacher evaluation system; and APPR
 - 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.

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

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 2010 – 2011 school year. If the LEA asserts that it does not have the capacity to implement one of the four models in each Tier I and II school that has been identified , the LEA must submit in this section a detailed explanation of the specific reasons that it lacks capacity.

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

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.

Transformation Capacity at Roosevelt High School

Two needs assessments conducted in 2010, first by the Center for Secondary School Redesign (CSSR) and second by the Joint Intervention Team, concluded that Roosevelt High School, a Persistently Low-Achieving school (PLA) in the Roosevelt Union Free School District (RUFSD), must do the following in order to improve instruction and student achievement and ultimately achieve removal from the PLA list:

- increase rigor in the curriculum and improve instructional methods in English Language Arts (ELA), social studies, math, and science;
- motivate students to attend school regularly;
- address high student drop-out rates;
- better track individual student credit accumulation with timely intervention for struggling students;
- provide increased opportunities for credit recovery with a special focus on the needs of ELL students;
- build the capacity of staff to analyze student data and differentiate instruction to meet the individual needs of students; and
- address student behavior/discipline issues.

The Transformation Model best addresses these needs because it gives Roosevelt High School practitioners the opportunity to develop and implement a comprehensive reform plan that will respond to each of these identified needs, while also putting in place a new evaluation tool for teachers and the principal designed to impact instruction and raise accountability.

Steps Taken in 2010-11:

During the 2010-11 school year, RHS and RUFSD made numerous strides to lay the foundation for the full-scale implementation of the Transformation Model starting in the fall of 2011.

First, RUFSD hired a new high school principal, Dr. Stephen Strachan, to lead the transformation of Roosevelt High School. Dr. Strachan is known for his work leading the successful school-wide transformation of Jordan High School in Los Angeles County into Smaller Learning Communities, which positively impacted student academic outcomes, attendance, parent and community involvement, and school culture overall.

Also in 2010-11, RUFSD received a 1003(a) grant in the amount of \$300,000 from the New

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

York State Department of Education to build the capacity to implement the Transformation Model at Roosevelt High. These funds assisted the school in launching a comprehensive Professional Development Plan onsite. Teachers worked in common planning teams to develop instructional units, learn research-based instructional strategies for teaching in an extended period, and write standards-based instructional units using the “Understanding by Design,” model. Under Dr. Strachan’s direction, the Curriculum Council (consisting of administration, department chairs, lead teachers, and the director of guidance counseling) participated in a workshop at Princeton University on lesson planning protocol, which it now uses in cross training staff.

The Center for Secondary School Redesign (CSSR) came on board in 2010-11 as the technical service provider to assist the Curriculum Council’s efforts. CSSR has been working with high school leadership to provide job-embedded workshops and form Professional Learning Communities (PLCs) to enhance collaboration around student outcomes.

The job-embedded professional development is a three-tier model in which CSSR coaches work with school administration, the Curriculum Council, and classroom teachers. In the classroom, this takes the form of working with teachers by co-teaching and/or modeling lessons. In the newly-formed PLCs, teacher teams studied best practices (see attached) in response to staff survey requests to learn more about how to implement best practices in the classroom.

In addition, the Curriculum Council and administration participate in regular workshops through CSSR designed to enhance their leadership skills and ability to support teachers as they lead RHS through school-wide transformation. The Curriculum Council meets monthly to ensure the sustainability of Transformation efforts, with foci including analyzing student data, building and working in PLCs, and creating a priority matrix to prepare for the implementation of Transformation Model strategies. This process has resulted in the development of meeting protocols and a communication plan for sharing information with the rest of the RHS team. In May, the Curriculum Council will participate in a workshop on the Advanced Three Minute Walkthrough, a technique for providing teachers feedback on instruction, thereby facilitating behavioral change.

Under the Transformation model, Roosevelt High School will continue the reforms listed above as well as launch new initiatives—such as restructuring staff evaluation and creating an effective Response-to-Intervention model for identified students—as part of a comprehensive plan to effect long-term, sustainable change at Roosevelt High School. This application describes a 3-year implementation plan to achieve the goals of the needs assessments as well as to meet the requirements of the Transformation Model. Much of the foundational work took place in 2010-11 under the direction of a strong leadership team and with commitments

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

by Roosevelt High School stakeholders, the RUFSD, and the SEA. Emerging positive performance trends—for example, improved classroom instruction as evidenced by data collected in walk-throughs by District staff, RHS leadership, and CSSR school change coaches—indicate that Roosevelt High School not only has the capacity to implement and sustain the critical dimensions of the Transformation Model, but that it has also begun to do so with promising results.

LEA Leadership and Support

Superintendent Robert-Wayne Harris was appointed four years ago by the Commissioner of Education to lead the Roosevelt Union Free School District, one of the most challenged and controversial school districts in New York State, with charges to reform the educational program, improve academic performance, and restore the financial stability of the District. To accomplish these goals, the Superintendent put a comprehensive 5-year plan in place to ensure student success in elementary through high school. His vision include setting high expectations for student success, establishing accountability measures for all staff, creating effective working relationships with politicians and local government officials, and educating and involving the community concerning school matters. During his four years as Superintendent, three RUFSD elementary schools were designated as in “Good Standing” by the State Department of Education and the middle school was removed from the Schools Under Registration Review (SURR) list.

Superintendent Harris will directly oversee Principal Strachan in the implementation of the Transformation Model at Roosevelt High School, with certain supervisory responsibilities delegated to members of his Cabinet. In addition to the High School Principal, leaders who have (and have had) significant influence and responsibility for school improvement efforts under the leadership of the Superintendent include Dr. Marianna Steele, Assistant Superintendent for Curriculum and Instruction, and Roxanne Garcia France, Assistant Superintendent for Educational Services. Under the Transformation Model, Dr. Steele will guide the district’s implementation to fully and effectively address the selected interventions, resources, and supports. Ms. France will oversee school data. Dr. Strachan will provide technical assistance and direction to the School Improvement Manager.

Other members of the Superintendent’s Administrative Council and Cabinet involved in this process include the Assistant Superintendent for Human Resources and Professional Development, the Director of Pupil Personnel Services, the Director of Funded Programs and Grants, the Coordinator of ESL/LOTE, and the Director of Guidance. The District has the resources and the commitment to ensure the successful and sustainable implementation of the Transformation Model at Roosevelt High.

Collective Bargaining Agreement:

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

The Roosevelt Union Free School District (RUFSD) and the Roosevelt Teacher's Association (RTA) have been working closely to develop the APPR evaluation and to ensure compliance with SIG application requirements. (See Appendix).

School Implementation Manager (SIM)

RUFSD has created a job description to hire a School Implementation Manager (SIM) effective July 1, 2011 (see attached). The SIM will serve in the capacity of an Assistant Principal at Roosevelt High School, assuming non-instructional responsibilities including planning/organizing events and initiatives with community and college partners, conducting classroom walk-throughs, collecting and communicating school data, coordinating the conversion of the comprehensive high school to Smaller Learning Communities (SLCs), and assisting with initiatives to enhance student advisement, school themes, and college culture at RHS. The SIM will report regularly to both the Principal and the Assistant Superintendent of Curriculum and Instruction with any concerns that arise so that appropriate intervention and prompt resolution can take place. He or she will serve as the liaison between the District and the school, providing documentation of implementation to the District's Transformation Office.

Transformation Training for School Leadership

The High School Principal and other school leadership team members are either scheduled to attend or have already attended several transformation-related professional development workshops, including:

- The Summer Institute at Harvard Graduate School of Education, which provides building-level administrators with the skills needed to redesign high schools, improve instruction, and ensure internal and external accountability. School leadership members are scheduled to attend the Institute this summer (2011), with annual attendance provided for under the Transformation Model.
- International Center for Leadership in Education (ICLE), which provides professional development centered on increasing the level of rigor, relevance and relationships in planning curriculum, instruction and assessment. ICLE also supports school staff with the integration of the P-12 Common Core Learning Standards adopted by the NYSED.
- U.S. Department of Education regional Transformation Models conference – The High School Principal anticipates attending this conference annually.
- The SIG Grant application workshop held on March 2, 2011.

Receipt of the SIG Grant will support continued (and required) professional development for school administration around Transformation for the duration of the grant.

LEA Transformation Management

RUFSD will utilize the Office of Curriculum and Instruction as the Transformation Office to

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

manage the school-level implementation of the model and coordinate with NYSED. This office will be run by the Assistant Superintendent of Curriculum and Instruction.

Increased Instructional Time

During the 2010-11 school year, high school teachers and administrators collaborated to create a new block schedule (to be implemented starting in the fall of 2011). The new schedule increases time in core classes while reducing movement in the building, thereby decreasing disciplinary issues that can arise during class changes. The new block schedule also adds two class periods, one before school (7:00 AM) and one after school (until 3:30 PM), during which students can take part in Advanced Placement (AP) course offerings as well as college classes through the Smart Scholars Early College High School grant in conjunction with Old Westbury College. In total, available instructional minutes under the block schedule will increase from 70,920 to 84,600. Academic Intervention is also supported by the block schedule, which allows for a student advisory period two days a week in order to establish an early warning system for students who are struggling, either academically or socially/ emotionally. (Starting in 2010-11, the provision of Academic Intervention Services for identified students was restructured to take place during the regular school day rather than before/after school in order to maximize students' access to extra help and support.) As a part of the professional development plan, teachers will be trained on best practices for teaching in a block schedule.

In addition to the new schedule, Roosevelt High School will extend the school year for all incoming 9th graders beginning in summer of 2011. Incoming students will take part in a 3-week-long transition program designed to increase readiness for high school.

Professional Learning Communities (90 minutes for all teachers)

In 2010-11, 1003(a) grant funds were used to fund services by CSSR to build Professional Learning Communities (PLCs) among RHS staff. With the implementation of the new block schedule, teachers will have one block class per week dedicated to PLCs, during which they will engage in common planning, team identification of students' intervention needs, and professional development. (In addition, the traditionally operational-focused faculty and departmental meetings will also focus on instruction and school priorities, including identifying students who are at risk and creating an intervention pyramid to respond to those students in a timely manner.)

Site-Based Teacher Training (10 days/year)

Starting in the fall of 2011, teachers will participate in site-based training on a monthly basis, in addition to after-school and weekend trainings at the contractual rate. These trainings will be consistent with research-based strategies proven to improve student learning. Professional

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

development will focus on the differentiation of instruction; using formative, interim, and summative assessments to guide individualized instruction; response to intervention; developing rigor, relevance, and relationships; and teaching in the block period. Teachers will also be trained by instructional coaches to develop a protocol for analyzing student work.

New Teacher Training

Teachers newly hired/assigned to the school will be paired with either a master teacher or chairperson who will communicate instructional priorities and school-wide initiatives. New teachers will be required to complete monthly classroom observations of teachers who have demonstrated success. They will participate in monthly workshops to support their transition into the teaching profession, in addition to participating in regularly-scheduled teacher professional development and PLC meetings.

Partner Organizations

The following partners will provide (or continue to provide) technical assistance in the implementation of the Transformation Model at Roosevelt High School:

- **Scholastic and the International Center of Education Leadership (ICLE)** – ICLE will provide professional development on increasing the level of rigor, relevance and relationships in planning curriculum, instruction and assessment at RHS. ICLE will also support school staff with the integration of the P-12 Common Core Learning Standards adopted by NYSED.
- **Nassau BOCES** – BOCES will provide administration and staff training in the use of student-based data, master scheduling, Power School Gradebook, and utilizing assessment to drive instruction. BOCES is also the summer school provider and supports the District with Regents testing services.
- **New York University Technical Assistance Center on Disproportionality**- Teachers and administrators recently participated in a series of workshops on Disproportionality and the use of Culturally Responsive Teaching. As a part of the Transformation Model, NYU will assist in further developing and implementing the Response to Intervention Plan.
- **SMART Scholars ECHS Grant and Old Westbury College Partnership** – In 2010-11, Roosevelt High School received a NYSED grant for the SMART Scholars program, through which RHS teachers partner with Old Westbury College to offer students college-level courses on campus at RHS. The grant provides for teacher selection, evaluation, and professional development on college-level instruction and

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

expectations by Old Westbury College. Student growth is monitored and evaluated on an ongoing basis. Following the example of successful early college high schools (ECHS), RHS administrators will participate in ECHS training through discussions with higher education partners and experts, a review of current literature, and on how to establish a vertically integrated, academically challenging course of study for all students.

- **CSSR-** The District and RHS chose CSSR to support the school with the development and implementation of Professional Learning Communities as part of the job-embedded professional development framework starting in the 2010-11 school year. CSSR has been working with three tiers of staff at the school—administration, the Curriculum Council, and classroom teachers. Under the Transformation Model, CSSR will continue work started this past year by providing technical assistance, coaching, and research-based professional development to the three tiers of RHS staff. For more information on CSSR, please see the section on Steps Taken in 2010-11.

- **University partners** - Other partners will include local area universities. Adelphi and Hofstra Universities will provide professional development focusing on Integrating Technology in the Curriculum and Developing Curricular Maps. Nassau Community College will come on board as a partner with the early college high school program.

Capacity to Implement in 2011-12:

Under the leadership of Superintendent Harris and with support from the New York State Department of Education through the award of the 1003(a) planning grant, RUFSD and RHS have made the necessary foundational steps and are prepared to fully implement the initiatives required in the Transformation Model at Roosevelt High School starting in the 2011-12 school year. **The District will conduct walk-through , updates to the BOE and the Supt. Attendance at Professional developments and meetings with consultants , review of evaluations and feedback from PD , meetings with high school principal, and Admin Team as needed. Monitoring of students achievement , report cards , and AIS. The district will also monitor and coordinate the efforts of the various consultants listed throughout the application by requiring consultants to present to the BOE and the community . Central office is provided with copies of agendas and sign in sheets. Debriefs are held with site and district staff to ensure outcomes. Site Administration will monitor instruction to support the implementation of Professional Development and strategies.**

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

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.**

While some obstacles remain for Roosevelt High School to overcome progress is being made, specifically related to process. The District and the Roosevelt Teacher Association are working diligently and are committed to reach an agreement on the teacher and principal evaluation tool. Under this agreement, which specifically applies to the Transformation school, the key parties have committed to negotiating a further agreement that will allow for implementation of all aspects of the new teacher evaluation law. This process is expected to be completed and an agreement reached by December of 2011. It is important to note that there is a new evaluation tool that is being piloted for the 2011-12 school year in the school district as we continue to negotiate on a final agreed upon version. A sample of that tool is included in the appendix of this document.

Capital and Personnel Resources: Fiscal uncertainty is also an obstacle for the high school. During the 2010-2011 school year the District lost 6 million dollars from the budget due to fiscal constraints at the State level. This loss in funding will result in the loss of some essential staff to the high school and stands to threaten critical school wide programs. The school and the District is working to ensure that budgets reflect student needs and the Grants Office has supported the schools with pursuing grant opportunities to supplement key instructional programs at the high school . Cuts that are made are monitored to not adversely affect the school instructional program. The school district cannot provide the high school with the appropriate staffing to support all academic, social, and emotional deficit areas for student needs. The SIG addresses some staffing and program needs. Based on JIT Report, central office administration and building level administration will assess existing programs for efficacy and continuation. This process will be completed by January 2012. Stability of school administration has also been an obstacle for the high school. The school has had three principals' in the last three years. There is a consensus from the central office to continue to increase site-level support to stabilize site administration.

Community and Parental involvement is another obstacle for the District as we are challenged with non-academic barriers to learning. For example, there are a number of gangs in the community and a significant number of our parents from the Hispanic ethnic group are non high school graduates .However, the school and the District are making a diligent effort to engage the school community with timely notification of schools services and programs. Literature is sent home in all languages of our school community. The District has also developed a new school web-site to keep stakeholders informed of school district initiatives

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

and goals. The District has had several Town Hall Meetings in an effort to involve the RUFSD community in the decision making process. There are a number of faith and community-based organizations, health clinics, other State and local agencies to create a safe school environment that meets students' social, emotional, and health needs that will increase student attendance and active participation in school day and after school instructional activities. **The school is also implementing a school-wide advisory, and will also implement a character education curriculum that will focus on anti-bullying , tolerance , and team building . All teachers will be expected to participate in the training with support staff.**

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

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 yearnttion activities. Identify who will be responsible within the LEA for these activities, and include a description of their specific duties.

322LEA level Activities for Tier I and II Schools

Type of Activity/Description	Timeline	Persons Responsible	Description of duties
Communicating the NYSED designation of the High School to the community and the Board of Education	Annual Meetings Sept. 2011, Sept. 2012, Sept. 2013	Superintendent of Schools Assistant Superintendent of Curriculum and Instruction Director of Grants and Funded Programs HS Principal	Newsletters Board of Education Meetings Superintendent's Conference Days District Website
Ongoing discussions with all appropriate constituencies to review school data, student Achievement data.	Monthly, Quarterly and Annual Meetings beginning Sept. 2011, Sept. 2012, Sept. 2013	Principal Department Chairpersons Teachers, Lead Teachers	Faculty Meetings Departmental Meetings Parent Advisory Council
On-Going Model Schools Visits by RHS Staff	Summer 2011- 2012	Superintendent of Schools HS Principal	Present at Administrative Retreat faculty meetings Superintendent Conference
Selection and hiring of school improvement manager. Annual Evaluation of SIM Effectiveness.	Fall 2011-2013	Superintendent of Schools Asst. Supt. of Curriculum and Instruction High School Principal and Site committee	Advertise the position Interview Candidates Select candidates for Board of Education approval Monitor the Implementation of the Transformation School Model

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

Negotiations between RUFSD and RTA leaders to reach an agreement on a new system for the evaluation of teachers and Principal.	May 2011-December 2011	Superintendent of Schools Asst. Superintendent of Human Resources RTA Representation	Scheduled Meetings Changes to the contractual agreement language
Facilitate necessary procurement processes for vendors and agencies that will be engaged in support of Transformation schools	July 2011-June 2012	Superintendent of Schools High School Principal Director of Business	Enable school and the District to contract the services of partners (vendors/agencies, nonprofit organizations) that can provide research-based, innovative programs and activities for Transformation schools, through proper Standard Operating Procedures
Monitoring of SIG Students Achievement Benchmarks and Goals	June 2012, Sept. 2012, Dec. 2012, June 2013	SIG Writing Team Asst. Supt. of Curriculum and Instruction Director of Grants School Implementation Manager	Committees will ensure school is making required progress on goals and benchmarks. Necessary adjustments will be made as needed to meet established benchmarks.

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

CONTINUED PROPOSED TIMELINE OF SERVICES

GOAL	ACTIVITIES/ SERVICES	2011-2012				2012-2013				2013-14			
		SUMMER	FALL	WINTER	SPRING	SUMMER	FALL	WINTER	SPRING	SUMMER	FALL	WINTER	SPRING
1. SCHOOL WIDE RESTRUCTING	SIM Selection and Hire	✓											
	SLC School Identity – Research	✓	✓	✓	✓								
	Implement Small Learning Community						✓						
	Marketing campaign for SLC			✓									
	SLC Student Recruitment Selection			✓									
	Recruit Partners for SLC				✓								
	Staff Recruitment and Training				✓								
	Open house – Spring 2012				✓				✓				✓
	Supporting AIS in all Content Areas	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Developing and using student and teacher assessment data	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Teaching strategies for time on task in Block Schedule	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

Professional learning communities For teachers. Common Planning Time	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Implementation of a new bell schedule		✓											
Creating common assessments/UbD		✓				✓				✓			

CONTINUED PROPOSED TIMELINE OF SERVICES

GOAL	ACTIVITIES/ SERVICES	2011-2012				2012-2013				2013-14			
		SUMMER	FALL	WINTER	SPRING	SUMMER	FALL	WINTER	SPRING	SUMMER	FALL	WINTER	SPRING
	Supporting all Learners	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Infusing Technology into the curriculum	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. ACADEMIC RIGOR AND STUDENT ACHIEVEMENT	9th Grade transition – Summer 2011	✓				✓				✓			
	Expansion of AP Courses		✓										
	Implementation Pathways Program (Nassau CC)		✓										
	Increase Before and After school Classes		✓				✓				✓		
	Implementation of Advisory Periods					✓							
	Princeton Review for ACT and SAT		✓				✓				✓		
	Spring Board Pre-AP				✓				✓				✓
	Saturday Regents Prep		✓		✓		✓		✓		✓		✓

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

3. SOCIAL - EMOTIONAL	Annual School climate survey		✓		✓		✓		✓		✓		✓
	Parent Workshops	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Bullying Prevention		✓		✓		✓		✓		✓		✓

GOAL	ACTIVITIES/ SERVICES	2011-2012				2012-2013				2013-14			
		SUMMER	FALL	WINTER	SPRING	SUMMER	FALL	WINTER	SPRING	SUMMER	FALL	WINTER	SPRING
4. BUILDING PROFESSIONAL CAPACITY	Embedded Professional Development for Staff		✓			✓				✓			
	Common Planning Time		✓	✓	✓		✓	✓	✓		✓	✓	✓
	Vertical training High School and Middle School Teachers		✓			✓				✓			
	Harvard Institute School Administration	✓				✓				✓			
	Teaching in the Block Schedule	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Cultural Responsive Teaching	✓	✓				✓	✓				✓	✓

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

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.

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

Section B: Descriptive Information (cont.)

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

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

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

In addition to meeting regular performance and participation requirements for demonstrating adequate yearly progress under section 1111(b)(2) of the ESEA, RHS implementation of the Transformation Model beginning in 2011-12 is expected to achieve the following annual improvement goals:

- Reduce the percentage of students in the All Students subgroup who are performing below the Proficient level (Levels 1 and 2) on NYSED ELA and Math assessments by 10% or more from the previous year;
- Attain a minimum Total Cohort graduation rate of 60% after one year of implementation; (or) annually reduce the gap by a minimum of 20% between the school’s Total Cohort graduation rate and the State’s 80% graduation rate standard.

To effectively implement the Transformation Model, the Roosevelt High School will have access to robust tools and technology to analyze student learning and other data on a regular basis – weekly, monthly, and quarterly (following periodic assessments administered 3-5 times a year) to enable ongoing monitoring of student performance and the overall Transformation effort . Implementing professional learning communities and common planning time will allow for the frequent analysis of this data and will enable principal and teachers to make rapid changes based on what is and isn’t working. **Some of the tools are; LI Cares- Technology Grant , I –Design, RRT, Read 180, System 44, Fast Math , Power School Grade Book, Data Warehouse, Teacher Interface, etc.**

The assigned School Implementation Manager (SIM) will monitor the implementation of Transformation strategies and will provide bi weekly reports to the Asst. Superintendent of Curriculum and Instruction including any concerns that arise to enable appropriate

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

intervention and prompt resolution.

Furthermore the all schools in the Roosevelt Union Free School District are expected to meet the Superintendent's annual non-negotiable goals through the supervision of the school administration.

Non- Negotiable Goal#1 – Student Achievement

New York State Assessment PK-8

- 10% of Level 1 to Level 2
- 20% of Level 2 to Level 3
- 10% of level3 to Level 4
- Academically eliminate Level 1 students

New York State Assessments High School

- 10% increase in number of students passing State regents examinations
- *Graduation – High School*
- 85% of seniors in 2007 cohort to graduate on time in June 2012
- 5% annual increase in graduation rates 2011-2015

Non-Negotiable Goal # 2 – Supervision

- School administration will complete classroom walkthroughs for 25% of their staff weekly.
- All instructional staff – 100% will be observed on a monthly basis
- A minimum of two formal evaluations will be completed annually, one to be completed by January 2010; the second to be completed by June 12, 2010.
- Formal evaluations will count in place of walkthroughs for the months of January and June.

Non-Negotiable Goal # 3 – Community Outreach

- Daily use of the ConnectEd system for attendance purposes
- Weekly use of the ConnectEd system to inform and update parents and students, and to support PTA activities and school events
- Use of scripted responses when answering telephones in all offices and schools-
- Good (morning/afternoon), this is (school/department), (name) speaking. How may I help you?
- Addressing Parent Concerns – Full implementation of the 48-hour contact dissemination procedure utilizing the standardized *Response to Parent Inquiry* protocol and log

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

Monitoring of student progress in achieving these goals has been done through monthly meetings with principals and ongoing meetings with the Superintendent and his cabinet. This also includes the mid-year principal review where student progress is addressed and highlighted for final performance evaluation. With these goals in place, it is the expectation that the Tier II school 2011-2012 average Performance Index for **the -All Students group in English Language Arts (ELA) and Mathematics combined will be 155 or greater.**

It is also the Superintendent's expectation that the schools will make at least a 25-point gain for the All Students Group on each ELA and Mathematics measure. It is also the Superintendent's expectation that the graduation rate at Roosevelt High School will rise well above 60% during this three (3) year period.

Among the responsibilities of the SIM administrators at Roosevelt High School will be to insure that student progress is monitored on an ongoing basis and the attainment of the goals is reached. This will be true for both; the current programs which are being phased out and the new programs introduced through the implementation of the Transformation Model.

Specific annual goals for Roosevelt High School will be identified and outlined by the administrative teams and faculty as they create a school culture. It is the expectation of the Superintendent of Schools and his cabinet they will include the following items:

2011-2012, 2012-2013, 2013-2014

Annual goals established for monitoring student achievement on the State's assessments in reading/language arts and mathematics:

1. Recognize and prepare plans to address the Superintendent's non-negotiable goals which include monitoring student achievement in the NYSED ELA and mathematics assessments;
2. Receive new data and review prior data related to student achievement in the NYSED ELA and mathematics assessments;
3. Incorporate these specific goals into all planning and professional development activities, for all students at RHS.
4. Recognizing the steps and effective initiatives taken by successful schools, each school
5. SIM will be responsible to regularly check for progress and identify successful benchmarks.

Professional Development Plan Goals

1. All students will meet and /or exceed proficiency in all content areas.
2. Professional Development will provide teachers with the opportunities to enrich instructor to meet the needs of all students.
3. All stake holders will provide an instructional climate environment conducive to teaching and learning.

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

The plan for assessing school progress on meeting those goals, and for monitoring the implementation of the four models includes the following identifiers many of which will be clearly identified in the schools' growth model criteria:

- Oversight and review of the developed curriculum for the new programs and of the enhanced curriculum in the phasing out and the 10th, 11th, and 12th grades at Roosevelt High School;
- Ongoing review and evaluation of new administration and instructional staff;
- Investigate initiatives, including school wide integrated co-teaching model, and programs and their application that are designed to diminish and cease the isolation of Special Education classes and ELLs;
- Address initiatives that contribute to the reduction of tardiness & absenteeism;
- Renovate buildings to provide a renewed, refreshed environment; Establish a safe, respectful, challenging learning environment which will be monitored and evaluated based upon reported incidents of discipline;
- Extend the learning period for each student and teacher which will be assessed based on
- attendance reports and other identifiers;
- Create flexible schedule that allows teachers to collaborate and allows students free time to engage with each other, do individual/team work,
- Begin site based professional development for all teachers;
- Establish/expand relationship(s) with higher learning institutions;
- Establish process for data collection and analysis that gives all students and staff information needed to ensure success;
- Using established pedagogy, expand and enrich curriculum to ensure higher level thinking, problem solving, and communication skills;
- Expand outreach and engagement of parents through Student Led Conferences, parent orientation sessions, newsletters, online technology resources, etc.;
- Introduce a parent center at Roosevelt High School to assist with the building of a support community;
- Expand project based learning and demonstrations;
- Build student recognition and extra curricular opportunities that meet students' needs and interests;
- Provide comprehensive support services, guidance, and exposure to opportunities.

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

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.**

During the Spring of 2010 a high school redesign committee was formed to focus on choosing a school reform initiative/model to implement at the high school. Members of this committee include teachers from the high school faculty, the interim High School Principal, the Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Educational Services, and the Directors of Guidance, and Grants/Funded Programs. The Center for Secondary School Redesign was chosen as a possible educational consultant to conduct a needs assessment of the High School.

- CSSR Needs Assessment- The Center for Secondary School Redesign conducted a 3-day assessment in collaboration with a group of central office administrators, school leaders, community members and students. The recommendations from the CSSR included the following:
 - Create a new school schedule
 - Implement a Purposeful Advisory Program
 - Implement Student Led Conferences
 - Create a Strong Professional Learning Community for Teachers to Include:
Common
Planning Time, Vertical and Horizontal Teacher Team, and Intensive Professional Development Opportunities for Staff
 - Empower Students to Take Ownership of their Education
 - Personalize Teaching and Learning through Authentic Assessments
 - Create Systematic and Cultural Change through Leadership training and school change coaching
 - Embed Technology in the Curriculum

Since receiving notification of the Joint Intervention Team (JIT) and the School Improvement Grant (SIG) Application from NYSED the following informational meetings have been held with relevant stakeholders within the district.

- Assistant Superintendent for Curriculum and Instruction held meetings with HS staff and administration regarding CSSR Needs Assessment, and JIT, Feb.25, March 2, 17, 18, 19 , 23, April 19, 26, 27, 28 and May 1, 4, 18. Presentations were also given at Board of Education meetings

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

- Superintendent of Schools – meetings with entire faculty at Roosevelt High School, 3/2 , 3/15, Information was shared on school status as PLAs and the school improvement models as opportunities to assist the schools; Meetings held with Parents on dates, Board Of Education to discuss CSSR report, JIT, and SIG.
- Central Office Administrative Meetings- Assistant Superintendent for Curriculum and Instruction with Assistant Superintendent for Educational Services – 1/26-HS Reform Initiative Manual, 2/22- CSSR president- Joe DiMartino 3/5- conference call CSSR Dr. Keisha Taylor, 3/23 RHS staff
- Superintendent of Schools- Administrative retreat- with CSSR team – Aug 24-25, March 15- RHS staff
- JIT School Visitations- April 26-28- included dialogue with administration, members of the PTA, RTA, RAA, and the RHS students, faculty during the Parent focus Group and Teacher Focus Group and individual staff interview process
- SIG 100.3a visits- 1/19-1/20/11

The Superintendent has met with the principal and School Leadership Team of the High School, and general consultation around the framing and planning of key components of the model of the school and readiness for such implementation has taken place. These meetings took place in the summer and fall of 2010.

Intensive consultation and collaboration occurred between the RUFSD and the RTA during the course of negotiations to come to agreement on the implementation of key Transformation Model elements.

Parent leaders serving on the Parent Advisory Council, Community Based Organizations (CBO), and their constituencies will be engaged in focused discussions on the RUFSD plans for implementation of the Transformation Model in targeted schools during CBO annual meetings to be held in every district in September.

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

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
N/A	N/A	N/A	N/A

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

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

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.”

Not applicable at this time

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

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

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: Roosevelt Union Free School district NCES#: 03463 Grades Served:9-12 Number of students:750 Model to be implemented: Transformation	
Achievement Indicators	2009-2010
AYP status	Restructuring Advanced
Which AYP targets the school met and missed	Have not met AYP in math or ELA. The school also did not make the AMO in attendance of participation
School improvement status	Tier I – Restructuring Advanced
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	See Chart 1 attached in appendix
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*	See school report card attached
Percentage of limited English proficient students who attain English language proficiency	Listening/Speaking=25% Reading/Writing=7%
Graduation rate	50%

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

College enrollment rates / Achievement	59%
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**New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

APPENDIX A: BASELINE DATA (cont.)

School: Roosevelt Union Free School District NCES#: 03463 Grades Served: 9-12 Number of students: 750 Model to be implemented: Transformation	
Leading Indicators	2009-2010
Number of minutes within the school year*	70,920
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	ELA= All Groups 91% Black/African American=96% Latino=81% Economic Disadvantage=94% Math= All Groups 92% Black/African American=92% Hispanic/Latino=90% Economic Disadvantage=96%
Dropout rate	25%
Student attendance rate	94%
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes*	Number of students=76 Percentage of students= 9.4%
Discipline incidents	49
Truants	8%
Distribution of teachers by performance level on LEA's	District does not have a

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

teacher evaluation system	system in place yet.
Teacher attendance rate*	78%

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

APPENDIX 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: Roosevelt Union Free School District

NCES#: 03463

School: Roosevelt High School

NCES#: 03463

Grades Served: 9, 10, 11, and 12

Number of students: 750

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
District School Support and the Asst. Supt. of Curriculum Instruction, and the Educational Services Offices, working together, and school staff, conducted a comprehensive review of the school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Included in the needs assessment was an analysis of information available from New York State Education Department and Roosevelt Union Free School District Department of Educational Services and accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review documents, as well as results of the JIT, surveys, and school-based assessments, along with any additional measures to determine the effectiveness of educational programs. Also reviewed was the school's use of resources, including school budget, schedule, facility use, and class size. The school has a newly assigned principal who will be evaluated annually for effectiveness.
List Data Analyzed
<ul style="list-style-type: none"> - Total Cohort Graduation rates - School Accountability Status and subgroup performance data for the school on NYSED Accountability Overview Reports (AOR) - Performance data for the school on NYSED Comprehensive Information Report (CIR) - Learning Environment Surveys (LES) - DOE Quality Review scores and QR self-evaluation form (SSEF) documents - Student performance on school administered semester assessments

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

- Item skills analyses based on State assessment data
- NYSESLAT ELL performance data
- Student credit accumulation
- Results of CSSR needs assessment - Student and staff attendance data
- Student suspension data
- Student enrollment and demographic statistics and trends
- Class Size Reports
- School resource allocations and budget summary
- DOE Special Education Service Delivery (SESDR) Reports
- DOE Building/School Facility Reports
- Scholarship Reports
- Other school data available in DATA WAREHOUSE VADIR

Major Findings

School Leadership

- Conduct mission and vision professional development for the school leadership and faculty members in order for participants to understand the clear goals of the organization.
- Schedule students with the greatest need first in order to facilitate the appropriate and supportive classes for students with intervention needs and special needs.
- Train entire staff on the intervention model and strategies that will be implemented in the high school.
- Hire staff for critical leadership positions- Media Specialist, Director of ELA/Math, Curriculum specialists to support vertical articulation or add roles and responsibilities for department chairpersons to supervise middle school and high school staff.
- Consider revising the late policy that sends students to the “sweep room” if they are tardy to class. Institute a tardy policy that does not prevent students from attending class and receiving instruction during the school day.
- District supervisor needs to provide oversight to ensure that principal is completing required observations/evaluations.
- The district must review the professional evaluation plan with staff so they understand the procedure for evaluating administrators and teachers.

Curriculum

- The high school leadership team should hold teachers accountable by reviewing lesson plans and providing feedback for improvements.
- The curriculum maps should continue to be shared with the teaching faculty and be available and visible in the classrooms.
- Continue to provide teachers with various instructional resources.
- Reach consensus with the State Education Department regarding development of a P-12 multi-year district level literacy plan.
- Continue to use the instructional improvement plan as a guide to address key areas of

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

curriculum, instruction, and assessment.

- Continue to support teachers in creating and implementing rubrics for instructional use. Provide training to teachers regarding how rubrics are used to support instruction.
- Continue to create opportunities for teachers to write and revise the district curriculum in their own content area.
- The Assistant Superintendent of Curriculum should identify and purchase technology resources to support instruction.

Teaching and Learning

- Rigor, relevance, and differentiated instruction strategies continue to need refinement in class through embedded professional development, especially in the areas of math and English.
- Security measures need revising and continued training, evaluation, and support needs to be provided to security staff to maintain a safe environment.
- Allocate resources for the after school program as it continues to grow.
- Continue to build collaborative teams that are interdisciplinary and content driven.
- Consider scheduling students and teachers in specific areas of the building to decrease movement throughout the building. This will keep students with a specific team of teachers throughout the day, and therefore decrease hall traffic and increase personalization from teachers.
- As the code of conduct is revised and completed, create grade level assembly meetings to review. English as Second Language students and parents should participate in the revision and discussion of how the code of conduct will be implemented in the high school. The code of conduct document must be published in English and Spanish and properly distributed to students, parents, faculty, and staff.
- Continue to support teachers in various differentiated instruction strategy implementation and in class instructional coaching.
- Continue to develop teacher classroom engagement plans that provide a print rich environment for students.
- Train all teachers on the use of performance indicators and curriculum standards. Students should be made aware of this information and it should be evident in all classrooms.
- Revise and update a universal homework policy for the school community and train teachers in assigning and posting appropriate homework activities. The revised homework should be shared with the community.
- Allocate resources to provide students with appropriate reading materials and resources.
- Revise and update a grading policy that provides a percentage breakdown for each area of student assessment (i.e. homework, quizzes, assessments, projects.) The revised grading policy should be shared with the community.
- Unblock websites that engage student learning and support research and academic development.
- The district should purchase the identification card scanning machine and install the system as part of the renovation of the high school.
- Complete the school safety plan and share with students and members in the school

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

community. Create a communication plan to share information with members in the school community (i.e. staff, parents, students.)

- Complete evaluations of all security personnel.

Infrastructure for Student Success

- Increase opportunities for engagement with the community members and community based organizations. Continue to reach out to parents and other key stakeholders as a support mechanism to support student success.
- The Instructional Support Team needs to include staff from guidance services, classroom teachers, social workers and school psychologist.
- Student government association members should be provided the opportunity to meet with building administration to provide input regarding issues and concerns of the student body.
- Explore options for establishing enrichment programs that meet the needs of students (i.e. arts, drama, and vocational programs.)
- Explore options for funding career/vocation training programs for students.
- Create a college acceptance letter wall in a highly visible area to promote a “college going culture” for all students in the high school.
- Guidance department should create a plan for Naviance implementation for all students.
- Continue researching and developing an AIS plan for students with disabilities. The RX intervention plan will be in place next year and professional development for teachers will be required to improve all areas of the intervention services.
- Continue to work toward improving parent involvement in the high school. Parents of all student populations should be included in decisions regarding student progress.

Collection, Analysis and Utilization of Data

- Develop a plan to provide on-going professional development to administrators, academic and guidance staff on the use of Power School applications regarding reporting.
- Continue professional development so that teachers can share ideas regarding their use of a variety of data sources to support instruction.
- Continue to provide principals and Department Chairs with professional development in the use of formative and summative data to inform and support instruction.
- District administrators and principals should review and evaluate staff use of data to support instruction. This can be done through the review of lesson plans and departmental meeting notes.

Professional Development

- Create an opportunity for teachers to mentor new staff to model good instruction, provide support, and build community.
- Create an orientation for new teachers and a mentoring program for the entire school staff. Consider a variety of sources to mentor new teachers.
- Assign administrative leaders to develop and implement a district wide professional development plan for teachers, administrators, guidance, and support staff.

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

- Provide redesign team with training in effective teaming strategies.
- Continue to provide teachers with opportunities for professional development in the area of best practices, differentiated instruction and classroom management strategies.
- Continue to create open lines of communication and create an administrative retreat that provides each central office member an opportunity to share best practices or new findings with their colleagues.

District Support

- Conduct a town forum and/or survey to gauge ideas as to what will bring community members and parents into the school community.
- District should continue providing leadership to support the restructuring team in the revision and implementation of the 5-year education plan and the selected intervention plan that will be submitted to the Commissioner.
- Provide professional development to administrative staff on setting priorities and implementation of the human resources action plan.
- Continue to support high school leadership team in areas of team building as it relates to improving vertical and horizontal communication.
- District staff should provide professional development in the areas of project management and setting priorities.
- Continue to support high school leadership team in areas of instructional leadership support in the areas of professional development, and principal coaching/mentoring.
- Continue to provide staff development for teachers on the use of data warehouse information.

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

The Transformation Model has been chosen as the appropriate model for Roosevelt High School because the findings from the needs assessment for this school suggests that the elements of Transformation, if well implemented, will yield improved student outcomes and the school's removal from the list of persistently lowest-achieving schools. Additionally, the school's emerging positive performance trends and improvement efforts to date suggest that with appropriate support, the school has the capacity to implement and sustain the critical dimensions of the Transformation Model.

Roosevelt High School was identified as PLA for graduation rates (less than 60% for three years) and low student performance in ELA /Math. Key findings of the comprehensive needs assessment suggests the need to

- strengthen the instructional programs for ELA, social studies, math, and science
- increase the rigor of course offerings;

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

- motivate students to attend school regularly and address high student drop-out rates; better track individual student credit accumulation with timely intervention for struggling students
- provide increased opportunities for credit recovery, with a special focus on the needs of ELL students;
- build the capacity of staff to analyze student data and differentiate instruction to meet the individual needs of students; and
- address student behavior/discipline issues.

Implementation of the Transformation Model will address the major findings of the needs assessment via the following strategies:

Administration

- The Transformation Model will ensure the school will have the leadership capacity necessary to oversee effective implementation of the critical model elements that will lead to improved student results. The School will hire a SIM assistant principal to coordinate all activities outlined in the SIG plan.
- The school's participation in the Annual Performance Review Committee to create an "approved" Teacher/ Principal Evaluation Tool and the hiring of Transformation Teacher(s) and Master Teacher(s) will enable the school to recruit and build staff capacity, while holding them accountable for improved student results. Roosevelt plans to hire a Transformation teacher for social studies, science, math, ELA, and ELL to serve as a model teacher. He/She will facilitate lesson study and will have his/her classroom available as a model classroom.
- The additional operational flexibility that will be provided via the Transformation Model will enable the school to implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.
- Implementation of the Transformation Model will support the school in using 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. This will be achieved with the formation of Professional Learning Communities and common planning time.
- Increased rigor through the offering of opportunities for students to enroll in advanced coursework and college/career preparatory programs, together with the provision of appropriate supports to ensure that low-achieving students can take advantage of these programs and coursework, will help the school significantly raise student graduation rates.

Early College High School

Through the SMART Scholars Grant at Roosevelt High School, the partnership with Old Westbury College has provided the opportunity for teachers to be identified as collaborative partners in teaching students college level courses. Since Old Westbury policy requires that any

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

high school teacher who is teaching a course for college credit be approved by the appropriate college Department Chair, the process for selecting the Roosevelt teachers has taken into account the need for those teachers to have the level of experience, subject matter competence and/or credentials that will meet the college's requirements.

- Improving student transition from middle to high school through summer transition programs or freshman academies, and implementation of credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills will support the school to improve graduation rates.
- With the Transformation Model, this school will receive support to establish an early-warning system to identify students who may be at risk of failing to achieve to high standards or graduate.
- Developing individual student goals and graduation plans, and monitoring these goals through teachers and guidance personnel, along with addressing the areas of communication and engagement identified by students and faculty, will improve attendance for credit accumulation and ultimately improve graduation rates.
- Continuous use of student data (such as from formative, interim, and summative assessments) will inform the school and enable teachers to differentiate instruction in order to meet the academic needs of individual students. With the establishment with professional learning teams, and the establishment of common planning times, teachers will be able to analyze data regularly with their teams to identify appropriate instructional strategies.
- The ongoing, high-quality, job-embedded professional development provided to staff and facilitated by the technical assistance partner CSSR will be 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.
- Creating ongoing mechanisms for family and community engagement and partnering with parents and parent organizations, faith-and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs will increase student attendance and active participation in school day and after-school instructional activities.

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

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

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	<p>1. As part of the pre implementation phase- the current principal was placed in August 2010. The principal will remain in place consistent with the provision of the SIG requirements for leadership change. The principal has begun the undertaking of improvement initiatives consistent with the requirements of the Transformation Model, and performance trends suggest that there is capacity to further these efforts. <u>The Assistant Superintendent of Curriculum provides on-going support to</u></p>	<p>1. In preparation for the full scale implementation of the transformation Model in 2011, the new principal began August 2010</p>	<p>1. Salary adjustments to be negotiated with site-principal and Supt. of Schools. – Funded through District General Fund.</p>

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

	<p><u>the building principal as well as the Supt. Additional technical assistance is provided by CSSR.</u></p>		
<p>Use rigorous, transparent, and equitable evaluation systems for teachers and principals that— (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement; Note: 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</p>	<p>1. Under the direction of the new principal the Instructional Support Team will continue to conduct weekly walk through’s. These walk through’s provide teachers with ongoing data driven feedback. <u>Walkthrough are conducted weekly and are focused specifically on the engagement rigorous strategies that are standards based , and effective instructional delivery. Admin Team completes approx. 25 observations weekly informally and debrief with each other to ensure support is provided and effective practices are replicated.</u></p> <p>2. ICLE and Scholastic will provide training to the Curriculum Council/ school inquiry team to facilitate the alignment of student data to professional development</p>	<p>1. Ongoing</p> <p>2. Beginning July/August 2011- Occurring quarterly Year 1- Bi Annually Year 2- and Annually Year 3</p> <p>3. Beginning March 2011- to be completed by June 30, 2011</p>	<p>1. No additional costs</p> <p>2. ICLE and Scholastic Partners fee- <u>8</u> <u>days@\$3600=\$28,000</u></p> <p>3. No cost for committee members</p>

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

<p>the Top applications.</p>	<p>opportunities. <u>All staff will be expected to attend professional developments. Effectiveness of professional developments will be reviewed in Professional Learning Communities. Best practices will be shared and replicated .</u></p> <p>3. The District’s Human Resources and Professional Development Department and the Roosevelt Teachers Association and Roosevelt Administrators Association are in collaboration to select school building representatives based on the posting for participation on the Annual Professional Performance Review (APPR) Committee on March 7th to begin the process of revising the District’s current APPR Plan to meet the requirements of Education Law 3012-c for Jan 20102. The committee will also incorporate the Superintendent’s non-negotiable goals within the new APPR.</p> <p>4. The APPR committee will</p>	<p>4. Beginning August 2011- occurring</p>	<p>4. Cost for teacher effectiveness coach - \$160 per participant for 10 participants for 4 sessions = <u>\$6400 – Year 1 and 2</u></p>
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**New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

	<p>receive specific professional development from a teacher effectiveness coach to create a comprehensive teacher evaluation system pilot.</p>		
<p>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<ol style="list-style-type: none"> 1. School-based staff in the Transformation school may be eligible for school-wide contractual performance bonuses, based on whether, and to what extent, student achievement has improved, e.g., full-time RTA/ RAA members can receive \$1000 each if their school meets their designated performance targets, or \$500 each if the school meets at least 75% of their performance targets. 2. The District will recruit and pay staff to participate in and complete the attainment of National Board Certification. Teachers will eligible for a \$10,000 yearly stipend upon attainment of Certification. 3. The District will build teacher 	<ol style="list-style-type: none"> 1. Beginning in the 2011-2012 school year- ongoing years 2-3 2. Staff will apply for National Board Certification beginning in the 2011-2012 school year for participation in Years 2-3 	<ol style="list-style-type: none"> 1. a. \$1000 per teacher for Years 2-3. Approximately 70 teachers over the course of the grant cycle- <u>\$70,000</u> b. \$500 per teacher (70) for Years 1-3 over the course of the grant cycle-<u>\$35,000</u> 2. Cost for National Board Certification - 5 teachers per year – Years 1-3- (15) teachers @ \$2700 - <u>\$40,050</u>- The District will continue to apply for Teachers of Tomorrow funding to provide the three-year \$10,000 stipend to teachers

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

	<p>leadership for Lead Teachers and Content Area Specialists through paid training from ICLE on Leadership for Rigor and Relevance, and Relationships . <u>The district will negotiate with collecting bargaining units that will ensure guidance, coaching, modeling for ineffective teachers. The formal evaluation tool will be used with fidelity to move teachers consistently performing below standard or unsatisfactory on evaluations.</u></p>	<p>3. Beginning August 2011- ongoing</p>	<p>3. Fee for Scholastic/ICLE 3 day Summer Institute- <u>\$21,600</u> 8 days – Year 1 -3 <u>\$28,000</u> per year</p>
<p>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</p>	<p>1. Currently CSSR is working with Lead Teachers and content area areas to complete Developing Common Assessments embedded in a Universal based Design unit and Teaching in Extended Learning Periods. <u>Lead teachers / Chairs will meet monthly and work with CSSR to build leadership capacity in conjunction with the building principal. Curriculum Council will also be an opportunity to engage essential staff in</u></p>	<p>1. Ongoing- site based training -10 days total for the 2010-2011 school year 2. Beginning 2011-2012 school year. 8 days of onsite training Years 1-3</p>	<p>1. No additional cost 2. Fee for ICLE- 8 days <u>Year 1-3 -\$28,800</u></p>

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

<p>learning and have the capacity to successfully implement school reform strategies;</p>	<p><u>Professional Learning Communities.</u></p> <p>2. All staff will continue their participation in the Rigor, Relevance, and Relationship framework training provided by ICLE that begun in the Spring of 2011- (7 hours of training – Spring 2011).</p> <p>3. All staff will participate in professional development on Culturally Responsive Teaching provided by NYU Metropolitan Center. <u>Through the careful review of instructional units and weekly lesson plans . Classroom observations will also determine whether best strategies are implemented ,. Teachers will provide staff mini workshops and effective lessons also share in their departmental meetings.</u></p> <p>4. The school will recruit and hire (2) Full- time Instructional Literacy Coaches (see appendix for job description). These coaches following the</p>	<p>3. Beginning Fall 2012 Year 1- 7 days, (4 days for all staff – 5 days for Lead Teachers Instructional Coaches to turnkey information for all faculty.</p> <p>4. Instructional Literacy Coaches will begin July 2011</p> <p>5. Beginning Fall 2011</p>	<p>3. Fee for NYU <u>9 days @3000=\$27,000</u> Year 1-3</p> <p>4. Salary for Literacy Coaches (2) @ <u>\$93,565.5</u> including benefits Year 1-3 - <u>\$181,131</u> per year.</p> <p>5. Fee for CSSR School Change coach for 10 days to train members of Curriculum Council – 10 days @ \$1500= <u>\$15,000 years 1-3</u></p>
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**New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

	<p>Collaborative Coaching and Learning (CCL) model will support teachers in all content areas and model expert teaching. A minimum of 10 days of site based training will be provided utilizing faculty meetings as well as push ins to teachers' classrooms.</p> <p>5. Curriculum Council will meet monthly to review and analyze student data, including academic performance (report cards), Regents/RCT achievement and daily attendance rates, among others. Attendance and DAR reports will be utilized to improve overall school and Student success. This type of Inquiry will allow for student needs to be effectively addressed in a timely manner and be specific with the approaches required to meet those needs. Classroom assessment, quizzes, projects will be used by the council.</p>		
Implement such strategies as financial incentives, increased	1. See above under identify and reward leaders, teachers, and	1. See above	1. See above

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

<p>opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>	<p>other staff. <u>Targeted school performances set for student achievement to receive stipend Teachers of Tomorrow Grant will support National Board Certification candidates.</u></p>		
<p>Permissible Activities: <u>Developing and increasing teacher and school leader effectiveness</u></p>	<ol style="list-style-type: none"> 1. School Administrative Leadership Team will become members of the Harvard Principal Center and attend annual conference. 2. School Leadership Team will attend professional conferences. 	<ol style="list-style-type: none"> 1. Beginning Summer 2011 2. Beginning in Fall 2011 	<ol style="list-style-type: none"> 1. Membership fees for HS Administration- (5) 5@\$225- \$1125 – per year Years 1-3 = \$3375 (membership fees) Conference fees \$3000 x (5)=- \$15,000 per year – Years 1-3- \$45,00 2. National Association of Secondary School Principals (NASSP) Conference- March 8–10, 2012 Tampa FL (5) participants @ \$1800- \$9000 Association for Supervision and

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

	<p>3. School Administrative Leadership Team including, Leader Teachers, Instructional Literacy Coach will participate in ICLE Summer Institute, Leadership for Rigor, Relevance and Relationship.</p>	<p>3. Summer 2011</p>	<p>Curriculum Development Fall Conference ASCD Conference Oct. 28-30, 2011, Las Vegas, Nev. (5) participants @ \$2000-<u>\$10000</u></p> <p>3. Fees for CSSR 9 days @ \$1500 = <u>\$13,500</u></p>
<p>Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school</p>	<p>1. See above under identify and reward leaders, teachers, and other staff.</p>	<p>1. See above</p>	<p>1. See above</p>
<p>Instituting a system for measuring changes in instructional practices resulting from professional development</p>	<p>1. CSSR will continue their work of providing peer observations with reflective feedback on a monthly basis. Recommendations for improvement have been given and model lessons have been offered to strengthen the instructional practices.</p>	<p>1. Ongoing- throughout grant cycle</p>	<p>1. Fee for CSSR- 10 days @ \$1500 = <u>\$15,000</u></p>

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

	<p>Classroom observation checklists from the central office have been used as well as the HS developed checklist for the walkthrough feedback.</p> <p>2. In May and June 2011- Learning Walks- teachers begin visiting each other's classrooms as they prepare to give end of the year assessments. Teachers have offered to be a part of this process and the change in the culture has taken a shift that increases collegiality and collaboration.</p> <p>3. Instructional Literacy Coaches and the SIM using the CCL Model will provide a system to further document improved instructional practices resulting from professional development at RHS.</p> <p>4. During the 2011-2012 school year, the RHS through the Instructional Literacy Coaches and the SIM will engage with external partners to develop a</p>	<p>2. Ongoing throughout grant cycle</p> <p>3. Beginning Fall 2011- ongoing throughout grant cycle</p> <p>4. Beginning August 2012- ongoing throughout grant cycle</p>	<p>2. (5) Residential Substitute Teachers with content certification to provide release time for teachers to observe classrooms and participate in Learning walks. (5) Subs @ \$110 x 60 days= \$33,00 per year- total <u>\$99,000</u></p> <p>3. No additional cost</p> <p>4. No additional cost</p>
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**New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

	<p>system of evaluations relating professional development with learner outcomes (i.e. ICLE, CSSR, Old Westbury). The system will include tools to enable teachers to self-evaluate the impact of PD through reflective and responsive practice to ensure that appropriate adjustments are made on a continuing basis, and to also evaluate the impact of professional development on learners, including learner: (1) reactions to new content and approaches (e.g., student feelings, emotional reactions, and values; (2) acquisition of knowledge and skills; and (3) changes in student behavior (e.g., doing things they couldn't do before).</p>		
Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority	<p>1. The high school will not be required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.</p>	<p>1. Fall 2011</p>	<p>1. No Cost to the Grant</p>
<u>Required Activities: Comprehensive instructional reform strategies</u>			
Use data to identify and	<p>1. Roosevelt High School will</p>	<p>1. Spring 2011- ongoing</p>	<p>1. BOCES training on</p>

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

<p>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</p>	<p>utilize BOCES training on Data Warehouse to assess data to provide feedback to teachers in an effort to improve instruction. Some of the other actions the school will take to improve its use of school wide data are :</p> <ul style="list-style-type: none"> • The Educational Services Department working in collaboration with CSSR will provide professional development for Administration and Faculty on the effective use of school data. These Professional Developments will be based on best practices and current research. Some workshops will be held during teachers' preparation periods. <p><u>The use of AYP, Exam , quarterly common assessments will allow for a development of scope sequence curricular maps. On-going frequent monitoring of student quarterly progress will provide critical data on sub-group performance and allow the school to provide safety nets to support all students.</u></p> <ul style="list-style-type: none"> • Content areas will continue to 	<p>throughout grant cycle</p> <ol style="list-style-type: none"> 2. Begun as part of the pre-implementation phase. 	<p>Data Warehouse- No cost to grant.</p> <p>2. <u>\$37,500</u></p>
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**New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

	<p>develop creating Understanding by Design instructional unit Plan. These units are embedded with common assessment for formative and summative information on student learning. The Instructional Literacy Coaches, along with the SIM, Department Chairs, and Lead Teachers along with the school admin team will frequently review the school assessment and make necessary instructional adjustments in a timely manner. The Educational Services Department will continue to make data accessible to school site in a timely manner.</p> <p>2. During the summer of 2011 content specific curricular maps will be developed and updated for use during the fall 2011-2012 school year.</p>		
<p>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</p>	<p>1. CSSR will provide teacher training to implement formative, interim, and summative assessment.</p> <p>2. Common planning time will be incorporated throughout the</p>	<p>1. On-going for the duration of the grant. Work has begun during the planning year.</p> <p>2. Beginning Fall 2011</p>	<p>1. Cost of CSSR= 10 days @\$1500= \$15,000 Years 1-3</p> <p>2. No cost to grant</p>

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

	<p>they know it is learned? What interventions to take when students do not demonstrate learning? Teachers will be expected to use a variety of questioning techniques to engage students in high order thinking</p> <p>4. Curriculum Council will meet monthly to review and analyze student data, including academic performance (report cards), Regents/RCT achievement and daily attendance rates, among others. Attendance and DAR reports will be utilized to improve overall school and Student success. This type of Inquiry will allow for student needs to be effectively addressed in a timely manner and be specific with the approaches required to meet those needs. Classroom assessment, quizzes, projects will be used by the council. Assessment results will be analyzed quarterly in order to determine how to address students' needs in timely</p>	<p>5. Beginning Fall 2011</p>	<p>5. No cost to the grant</p>
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**New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

	<p>manner. Item analysis, acuity, and baseline assessments will be administered to identify strength and weaknesses in ELA and Math. Analysis of assessments and performances will be utilized to detect areas of needs and determine how to differentiate based on individual needs.</p> <p>5. Additional strategies that will be implemented by RHS to support the use of data to implement an effective instructional program are as follows:</p> <ul style="list-style-type: none"> • Curriculum Council will focus on alignment of specific needs for Regents/RCTs and to provide additional support through pull out, tutoring and Saturday Academy to monitor student's progress. • The Guidance Department, will meet weekly to address subgroups identified for disaggregation of data pertaining to credit accumulation and Regents/RCTs passing percentage in ELA, Math, 		
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**New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

	Science, and Social Studies.		
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	1. On-going implementation of the superintendent’s non-negotiable goals which includes classroom walk-throughs and observations, continued support and review through the summary reports of the various grants, oversight of the administrative leadership and the SIM coordination with the Office of School Improvement (Curriculum and Instruction)	1. Ongoing	1. No cost to grant
Implementing a school wide “response-to-intervention” model	1. In an effort to provide academic safety nets for students the following will be implemented : <ul style="list-style-type: none"> • Right Response-a credit recovery program aligned with NYS standards • Read 180-Literacy program • Instructional Support Team • Student Support Team-Counselor initiated program • ALEKS-a web-based artificially intelligent assessment and learning system will support all AIS students with math skills in 	1. Fall 2011	1. a. ALEKS Site License for 300 AIS students = <u>\$12,000</u> years 1-3 b. Right Reasons Technology for credit recovery and Regents Prep interventions = <u>\$20,000</u> years 1- 3

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

	Algebra through Calculus levels.		
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	<ol style="list-style-type: none"> 1. There will be ongoing training for teacher assistants working with students with disabilities and ELL. Intensive classes will be offered for students who are severely below grade level. This will be done by providing some identified students with a required reading lab READ 180, math labs ALEKS, and Right Reason Technology. 2. ELL students will be given additional support by extending their school year to include summer core courses. Administrative staff as well as guidance counselors will participate in on-going training in the use of RTI to support all students with a concentration on SWD and ELL. Classes will be developed in the master schedule to provide remediation for students who need to master academic skills. Special attention will be given to those students who need intervention in math and reading. 	<ol style="list-style-type: none"> 1. Fall 2011, with planning and preparation to take place in summer 2011. 2. Summer 2011 and throughout the duration of grant. 	<ol style="list-style-type: none"> 1. See above in implementing a response to intervention model 2. Title III monies- approx cost-\$9000
Using and integrating technology-based supports and interventions as part of the instructional program	<ol style="list-style-type: none"> 1. Roosevelt High School will make Laptops available for AP students and for Early College High School Program, scientific and graphing 	<ol style="list-style-type: none"> 1. Fall 2011 	<ol style="list-style-type: none"> 1. 40 Laptops @ approx. \$1500.00 and Carts \$75,000 Year 1 of the grant only.

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

	<p>calculators.</p> <p>2. Teachers will be provided with Elmo Document Readers, increasing and upgrading current instructional technology to engage all students at high levels.</p> <p>3. Some Content and Elective teachers are being trained in the use of Elluminate, a web-based program which allows for interaction of students between classes and interdisciplinary courses and allows for recording of sessions, to be reviewed at a later date and time.</p> <p>4. Technology Based Professional development providing game based learning as an instructional strategy to improve math and ELA achievement at the High School Three different learning programs are used- Scratch, Kodu, and Gamester Mechanic</p>	<p>2. Fall 2011</p> <p>3. Ongoing</p> <p>4. Ongoing – Grant ends 8/31/11 Training has been provided by faculty from Hofstra University</p>	<p>2. 35 Elmo Document Readers @ \$2999.00 = \$104,965. Year 1 only of the grant.</p> <p>3. LI CARES grant</p> <p>4. Grant ends 8/31/11</p>
In secondary schools-- Increasing rigor by offering	<p>1. As RHS continues to reform its practices the school will be</p>	<p>1. Fall 2011- planning and preparation to</p>	<p>1. a. College Board Institutes for AP</p>

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

<p>opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or 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>reconfigured into five small learning communities with advisories – 7 additional teachers and 1 librarian will be added to this program</p> <ul style="list-style-type: none"> • STEM Health, • Pre-Law, • Culinary Arts, Hospitality, Visual, and Performing Art) • Ninth Grade Academy • The Early College High School Program at RHS is the Smart Scholars Program(SUNY Old Westbury) <p>2. Other areas that will be expanded in the academic area are the:</p> <ul style="list-style-type: none"> • Interdisciplinary Programs Social Studies and English Departments • Developing and Expanding AP programs. • Developing and Expanding Honors programs. • Partnering with Nassau Community College to develop the Path-WAY Program and Connect to College Program designed to prepare students for college level work. 	<p>take place in summer 2011</p> <p>2. Fall 2011- planning and preparation to take place in summer 2011</p>	<p>Teachers 10 Teachers @ \$700.00 Registration = \$7000. Travel and Lodging at the district rate. \$ 10,000 d. 15days of CSSR training for advisories@ \$1500= \$22,500</p> <p>2. No cost to the grant</p>
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**New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

	<p>3. Some teachers will participate in CTE Training to ensure they are able to provide students with real career experiences in classes. Specifically, several teachers will attend Long Island Culinary Institute and others will participate in Desk Top Publishing Training during their off time.</p> <p><u>All CTE programs will be certified. The district is a member of the Perkins Consortium.</u></p>	<p>3. Fall 2011- planning and preparation to take place in summer 2011</p>	<p>3. 3 teachers training in Culinary and Hospitality Program @The Long Island Culinary School. Cost \$2500 per Teacher <u>\$7500.00</u></p>
Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant	Description of costs associated with the action

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

		period(include actions taken during the pre-implementation period), and why at that time	(description should align with budget narrative and budget provided for grant)
<p>In secondary schools— Improving student transition from middle to high school through summer transition programs or freshman academies</p>	<p>1. To improve student transition from middle to high school the school will do the following :</p> <ul style="list-style-type: none"> • Create a Summer transition program • 9th Grade Academy • Summer Readiness Programs Expanding AP courses. Parent orientation meetings will be held annually for in-coming freshman parents. 	<p>1. Summer 2011</p>	<p>1. Summer Transition Institute (1)Administrator - 144hours@<u>\$50.00=\$7200</u></p> <p>(6) Teachers @ 96hours \$38.05 @96 hrs = \$3.652.8 per teacher= <u>\$21,916.80</u></p> <p>(5) Students workers 96 hours @ \$10.00= \$960 per student= <u>\$4880</u></p> <p>(1) Custodian 96 hours @ \$15= <u>\$1440</u></p>

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

<p>In secondary schools— Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills</p>	<ol style="list-style-type: none"> 1. Online credit recovery will be offered as a means to engage, in particular, overage and under credited students. 2. Supporting ELL students through AIS (academic intervention service) and Read-180. 3. Students enrolled in the Alternative Learning Academy will also access virtual instruction to provide credit recovery opportunities for students. 4. The development of a Ninth Grade Academy to support a seamless transition to the rigors of high school coursework. 	<ol style="list-style-type: none"> 1. Ongoing 2. Present and on-going 3. Ongoing 4. Fall 2011 	<ol style="list-style-type: none"> 1. See above 2. See above 3. No cost to the grant 4. No cost to the grant
<p>In secondary schools— Establishing early-warning systems to identify students</p>	<ol style="list-style-type: none"> 1. Monthly meetings coordinated by Guidance counselors, Dept. Chairs/ Lead Teachers work 	<ol style="list-style-type: none"> 1. Fall 2011 	<ol style="list-style-type: none"> 1. No cost to the grant

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

<p>who may be at risk of failing to achieve to high standards or graduate</p>	<p>with, grade level and Interdisciplinary teacher team to develop a system that will utilize tools/ strategies to identify students who may be at risk of failing to achieve high standards or graduate.</p> <ul style="list-style-type: none"> • RTI-Response to Intervention • IST-Instructional Support Team • SST-Student Success Team 		
<p><u>Required Activities: Increasing learning time and creating community-oriented schools</u></p>			
<p>Establish schedules and strategies that provide increased learning time</p>	<p>1. Roosevelt High School will implement a new bell schedule that will reflect an increase of learning time per class period. The new bell schedule will reflect no less than a minimum of 80 minutes from the current 42min. In addition, the school will create a zero period and an extended day</p> <p>b. 7 Transformation Teachers to support increased learning time and to support the overall instructional program to expand the AP Program and the SMART Scholars Program.</p> <p>(1) Math</p>	<p>1. Fall 2011</p>	<p>1. a. 7 teachers @\$86450 including benefits=<u>\$605,150</u> b. 1 Librarian- <u>@\$86450</u> including benefits</p>

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

	<p>(1) Science (1) Social Studies (2) ELA (2) ESL (1) Librarian</p> <p><u>Transformation teachers are teachers who have demonstrated effective teaching practices and can provide training to peers , be available for observations form other teachers, and lead professional development .Teacher will be selected by demonstrating qualifications in mastery in content area utilizing various instructional strategies and experience in conducting teacher development.</u></p> <p>2. Saturday Academy will support all students in content core areas</p> <p>3. Extended instructional time during intercessions and pull-out will also be established. The assigned School Implementation Manager (SIM) will monitor the progress of the Transformation school and partner organizations working with the school in implementing school-day and after-school/Saturday/online instructional programs to increase students' learning time.</p>	<p>2. Spring 2011- ongoing</p> <p>3. Spring 2011-on going</p>	<p>2. (7)Teachers @ \$38.05 x 136 hours <u>\$36223.60</u> (2) Administrators @ \$50.00 x 136hours- <u>\$13,600</u> (1) School Safety Officer – 136 hours @ \$15.00= <u>\$2040</u> (1) Custodian -136 hours @ \$15.00= <u>\$2040</u> (1) Clerical-136 hours @ \$29.00= <u>\$3944</u></p> <p>3. No cost to the grant</p>
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**New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

	<p style="text-align: center;"><u>Zero period will be put into place to ensure highly motivated students are able to gain access to all courses to expand our ECHS Program and expansion of the advanced placement program.</u></p>		
<p>Provide ongoing mechanisms for family and community engagement</p>	<ol style="list-style-type: none"> 1. The school will continue to use Power Grade, an online grade reporting system to give students, their families, and guidance counselors access to student assignments, grades, and progress. 2. The school will also continue to communicate with students' families by mail, email, and telephone regarding student progress. 3. The assigned School Implementation Manager (SIM) will monitor the progress of the Transformation school and partner organizations working with the school, in the ongoing engagement of families and the community in the school's Transformation effort. The SIM 	<ol style="list-style-type: none"> 1. Ongoing 2. Ongoing 3. Ongoing 	<ol style="list-style-type: none"> 1. No cost to grant 2. No cost to grant 3. a. Cost of School Implementation Manager <u>-\$152,950</u> including benefits b. Social and emotional curriculum- <u>\$20,000</u>

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

	<p>will report regularly to the Asst. Supt. of Curriculum and Instruction and the Site Principal of the Transformation any concerns that arise to enable appropriate intervention and prompt resolution. In addition, the School Parent and Community Liaison will work primarily to ensure these initiatives are implemented. A subcommittee will be designed to address new initiatives of the school's Transformation model. Professional development on targeted topics submitted by teachers, school community will be provided by the members of the School Leadership Team. The school will research and also purchase a social and emotional curriculum for family and community engagement to support these efforts.</p> <p>4. The Office of Bilingual Instruction will provide classes or school staff to learn conversational Spanish using Rosetta Stone. This will increase staff capacity to</p>	<p>4. Beginning Fall 2011</p>	<p>4. District will utilize Title III funding</p>
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**New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

	<p><u>overcoming non academic barriers to learning. These funds will specifically also allow us to sponsor trips for students to participate in team building activities : expose more students to the fine arts , i.e , trips to museums , guest speakers , on-site parent and student workshops , some cost will be transportation , admission tickets , consultants and staff training.</u></p>		
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**New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

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)
<u>Permissible Activities: Increasing learning time and creating community-oriented schools</u>			
Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs	<ol style="list-style-type: none"> 1. Hire-Bilingual Parent and Community Liaison 2. The school will continue to work with effective existing community groups such as He van, Long Island Cares , (Economic Opportunity Commission EOC), CBAPP, Nassau Health Care Corporation Community Health Centers 	<ol style="list-style-type: none"> 1. Fall 2011 2. Ongoing 	<ol style="list-style-type: none"> 1. Bilingual Parent and Community Liaison (1) @ 1 Position <u>\$86,450</u> including benefits. 2. Cost for supplies to host afterschool programs for students <u>-\$5000</u>
Extending or restructuring the	<ol style="list-style-type: none"> 1. The new school bell schedule 	<ol style="list-style-type: none"> 1. The advisory will 	<ol style="list-style-type: none"> 1. No cost to the grant

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

<p>school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff</p>	<p>will reflect advisory periods for all students. Teachers will be trained on Character Education.</p> <p>2. The school will implement advisory periods to help build student / staff relationships the school will also integrate the AVID program and pilot program in the 2nd year of the grant.</p>	<p>begin fall of 2011. Planning for the implementation will take place summer of 2011.</p> <p>2. Beginning Fall 2011, planning and preparation beginning July 2011</p>	<p>2. AVID Training and Materials = \$15,000 per year 1-3</p>
<p>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</p>	<p>1. The school will integrate a character education curriculum program to continue to promote a safe learning environment for all students.</p> <p>2. Staff will participate in workshops to help them identify bullying and prevent bullying.</p>	<p>1. Fall 2011</p> <p>2. Fall 2011</p>	<p>1. See Above</p> <p>2. Cost for Staff participation in character Education Program- \$38.05 @ 2 hours per workshop- 6</p>

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

	<p>3. Students/ Parent/ Teacher Compacts will be reviewed and necessary changes incorporated. Compacts will be signed at the beginning of the school year to promote awareness of school expectation around discipline.</p> <p>4. The school will also require students to dress for gym classes.</p> <p>5. Working with the ESL Department, Student government, and the Parent Council, the school will promote multi-cultural activities to celebrate school diversities quarterly.</p> <p>6. School Code of Conduct will be strictly adhered to and enforced.</p> <p>7. A school wide merit system will be implemented also to promote good discipline.</p> <p>8. Student recognition assemblies and programs will be included</p>	<p>3. Summer 2011</p> <p>4. Ongoing</p> <p>5. Fall 2011</p> <p>6. Ongoing</p> <p>7. Fall 2011</p> <p>8. Fall 2011</p>	<p>workshops per year - \$456.60 for approximately 70 teachers= <u>\$31,962</u> <u>plus benefits</u></p> <p>3. Cost for Parent Meetings - Title I monies- <u>\$3500</u></p> <p>4. No cost to the grant</p> <p>5. <u>\$3000</u> for supplies for celebrations</p> <p>6. No cost to the Grant</p> <p>7. <u>\$2500</u> for incentives</p> <p>8. Cost for student</p>
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**New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

	in the school calendar to recognize students who have demonstrated good attendance and academic performance. This will include annual awards ceremony and student picnic in the Spring Semester		incentives- \$ 18,000
Expanding the school program to offer full-day kindergarten or pre-kindergarten			
Required Activities: <u>Providing operational flexibility and sustained support</u>			
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	1. The School Principal and Administrative Team will have district support and the autonomy to make scheduling decisions, budgeting decisions to improve student achievement and increase school graduation rate. <u>The District will fully support the building principal with the reassignment or removal of ineffective staff in compliance with the newly adopted APPR evaluation</u>	1. Ongoing	1. \$1500 for supplies for meetings.

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

	<p><u>procedures .Recruitment efforts will be made through outside postings , OLAS , NY Times, New Day, etc.</u></p> <p>2. The new governance structure of the school will include the School Building Team that will be responsible for developing site level procedures and policies for the efficient operation of the school. This team will be composed of parents, students, admin., and community representation.</p> <p>3.</p>		
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)	<p>1. The Central Office will continue to provide the school-site the on-going support for the transformation model by coordinating the necessary human and financial resources needed.</p> <p>2. Both CSSR and ICLE will continue to provide technical assistance as lead partners</p>	1. Ongoing	1. No cost to the grant
<u>Permissible Activities: Providing operational flexibility and sustained support</u>			
Allowing the school to be run	1. New staff positions will be	1. In July 2011 a School	1. No cost to the grant

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

<p>under a new governance arrangement, such as a turnaround division within the LEA or SEA</p>	<p>created, reporting to Supt. of Schools and/or the Asst. Supt. of Curriculum and Instruction, to support and ensure the successful coordination and implementation of the school's Transformation plan, but the governance of the school will not change.</p>	<p>Implementation Manager will be hired.</p>	
<p>Implementing a per-pupil school-based budget formula that is weighted based on student needs</p>	<p>1. The Fair Student Funding (FSF) formula already being implemented in RUFSD is based on a per-pupil formula that is weighted based on student needs.</p>	<p>1. Ongoing</p>	<p>1. No cost to the grant</p>
<p>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</p>	<p>1. The District selected CSSR and ICLE after consultation with Central Administration, the Redesign Team in 2010, and the new administrative team and curriculum council in the High School. NYU will continue to work on Disproportionality in Special Education Services from a grant they were awarded by New York State. The grant ends Spring 2011. This plan will continue the work of NYU. <u>All external partners will be required to provide documentation of goals and</u></p>	<p>1. Spring 2010-Spring 2011</p>	<p>1. See above where appropriate for cost of external partner services</p>

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

	<p style="text-align: center;"><u>progress toward meeting goals. Monthly participation at school-site meetings will also be required. Teachers will be held accountable for implementation of best practices by incorporating them into their annual goals for evaluation.</u></p>		
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**New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

APPENDIX B: TRANSFORMATION MODEL BUDGET (REVISED 7.22.11)

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
\$5,331,655.20	\$5,331,655.20	\$500,000 (estimate pending 2011-12 allocations, excluding those for staff)

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.

The attached budget narrative provides detail on how each activity identified in the above Transformation Model chart will be funded with 1003 (g) funds. In addition the Roosevelt Unions Free School District will be able to supplement resources and sustain interventions after the grant ends due to the many and varied grants identified to fund initiatives at Roosevelt High School. A list of grants obtained in 2010-11 follows:

Roosevelt High School Grant Resources 2010-2011

GRANT	TOTAL
<i>Title I</i>	\$21,000
<i>Title I</i>	\$29,000
<i>Title IIA</i>	\$3,500
<i>Title ARRA Race to the Top</i>	\$16,500
<i>Title III</i>	\$24,448
<i>Teachers of Tomorrow</i>	\$50,000
<i>IDEA funds</i>	\$208,212
<i>OASAS</i>	\$67,000
<i>LI Cares</i>	\$5,000
<i>Hofstra Bridges to Learning</i>	\$249,999
<i>GearUp (figure shown is 1 yr out of a 6-yr grant totaling \$1,002,861).</i>	\$167,144

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

<i>SmartScholars</i>	<i>\$292,000</i>
<i>Total</i>	<i>\$1,133,803</i>

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

Notes on RHS Grant Resources:

- **Teachers of Tomorrow-** The District has received and will continue to apply for this program from NYSED. For the High School, approximately \$50,000 will be used as incentives for teachers who complete National Board Certification
- **Race to the Top-** to implement common core standards, and the new teacher evaluation system over the course of the next 3 years Title I- Each year the District is allocated 10% of the Title I allocation for professional development. The Roosevelt High School will continue to draw from these funds. Approximately \$80,000 was reserved for professional development 2010-2011 school year. The High School will have access to approximately 20% of these funds.
- **Title III-** The ESL Department uses Title III funds to provide supplemental services to the District. Title III funds will be used to conduct workshops in conversational Spanish, and help to provide support the Summer School program
- **IDEA 611/619-** IDEA funds will continue to support students under this program in the High School.
- **Smart Scholars-** In partnership with Old Westbury (fiscal agent) the High School will continue to implement the program, and apply for all future awards.
- **LI CARES-** In partnership with Nassau Suffolk BOCES- 6 teachers at the high school will continue to work on interdisciplinary technology integrated projects until August 2012.

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.

As addressed in Section B/Item 2, The District and the Roosevelt Teacher Association are working diligently and are committed to reach an agreement on the teacher and principal evaluation tool. Under this agreement, which specifically applies to the Transformation school, the key parties have committed to negotiating a further agreement that will allow for implementation of all aspects of the new teacher evaluation law.

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

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.

The District will:

- Fully support the extended day and year resulting in increased instructional time for students.
- Use the growth model as one of the measures for teacher and administrator evaluation.
- Provide embedded professional development aligned with the Transformation Plan presented in this application
- Fully mandate and monitor the 4-Tier (RTI) Framework with identified interventions and to monitor progress and fidelity of implementation of the interventions.
- Engage parents by strengthening PTAs, and provide training for parents
- Establish an Office of School Reform to facilitate, monitor and hold the High School accountable for the Transformation Model

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

BUDGET NARRATIVE: SCHOOL LEVEL ACTIVITIES FOR TIER I AND II

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

Model: Transformation

List of Schools implementing model:

School Name	NCES #:03463	Tier I	Tier II
Roosevelt High School		✓	

Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-impleme ntation	Year 1	Year 2	Year 3	Pre-imple mentat ion	Year 1	Year 2	Year 3	
Professional Staff	<ul style="list-style-type: none"> Teacher Incentives – Bonuses based on the whether and to what extent student achievement has improved \$1000 if school meets designated performance targets, or \$500 if the school meets 75% of performance targets 	*		\$105,000	\$105,000	*	*	*	*	\$210,000
	<ul style="list-style-type: none"> National Board Certification- The 		\$13,500	\$13,500	\$13,500	*				\$40,500

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

<p><i>District will recruit and pay staff to participate in and complete the attainment of National Board Certification- (5) teachers per year</i></p>									
<ul style="list-style-type: none"> • Other Federal Funds- For each year of the grant- the District will allocate \$50,000 from the anticipated Teachers of Tomorrow Grant program for teachers who complete National Board Certification. 	*	*	*	*	*	\$50,000	\$50,000	\$50,000	\$150,000
<ul style="list-style-type: none"> • (5) Residential Substitute Teachers-These teachers with content certification will provide release time for teachers to observe classrooms and participate in Learning Walks- per diem rate \$110 per day – 60 days 	\$7700	\$33,000	\$33,000	\$33,000	*	*	*	*	\$99,000
<ul style="list-style-type: none"> • Summer Transition Institute- to support student transition from the Middle School to the High School the following staff will be hired for the Summers (6) teachers, (1) Administrator @ 96 Hours 	\$29,116.8	\$29,116.8	\$29,116.8	\$29,116.8	*	*	*	*	\$87,350.40
<ul style="list-style-type: none"> • (7)1.0 FTE Transformation Teachers -to support increased learning time and the overall 	*	\$455000	\$455000	\$455000	*	*	*	*	\$1,365,000

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

	<i>instructional program to expand the AP program and the Smart Scholars Program- (1) Math, (1) Science, (1) Social Studies, (2) ELA (2) ESL</i>									
	<ul style="list-style-type: none"> • 1.0 FTE Librarian to support increased learning time and the overall instructional program to expand the AP program and the Smart Scholars Program 	*	\$65,000	\$65,000	\$65,000	*	*	*	*	\$195,000
	<ul style="list-style-type: none"> • Saturday Academy Program-to support student in all content core areas by providing extending learning time (7) teachers and (2) administrators @136 hours 	\$30,535	\$49,823.6	\$49,823.6	\$49,823.6	*	*	*	*	\$149,470.8
	<ul style="list-style-type: none"> • 1.0 FTE School Implementation Manager- to monitor the progress of the Transformation Model over the grant period. 	*	\$102, 476	\$102, 476	\$102, 476	*	*	*	*	\$307,428
	<ul style="list-style-type: none"> • (1)Guidance Counselor- for Parent Workshops –Workshops will address issues such as how to help students with their homework, monitoring internet searching, developing better communication skills 	*	\$2283	\$2283	\$2283	*	*	*	*	\$6849
	<ul style="list-style-type: none"> • (1) Bilingual Parent and 	*	\$2283	\$2283	\$2283	*	*	*	*	\$6849

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

	<p><i>Community Liaison for Parent Workshops -Workshops will address issues such as how to help students with their homework, monitoring internet searching, developing better communication skills</i></p> <ul style="list-style-type: none"> • <i>1.0 FTE Bilingual Parent and Community Liaison to provide outreach to parents, and coordinate services and activities with Community Based organizations</i> • <i>(70) Teachers–Character Education Workshops – 12 hours of teacher training on bullying in schools</i> • <i>(2) 1.0 FTE Literacy Coaches-to provide job embedded professional development in literacy across the content areas and to work with teachers on assessment</i> 	*	\$65,000	\$65,000	\$65,000	*	*	*	*	\$195,000
		*	\$31,962	\$31,962	\$31,962	*	*	*	*	\$95,886
		*	\$140,700	\$140,700	\$140,700	*	*	*	*	\$422,100
Support Staff	<ul style="list-style-type: none"> • <i>(5) Summer Transition Institute Student Workers –to provide clerical support and for the Institute, and work experience for students (96 hours each@ \$10)</i> 	\$4800	\$4800	\$4800	\$4800	*	*	*	*	\$14,400

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

	<ul style="list-style-type: none"> • (1)Summer Transition Institute Custodian –to provide custodial services for the Summer Institute- (96 hours @ \$15) 	\$1440	\$1440	\$1440	\$1440	*	*	*	*	\$4,320
	<ul style="list-style-type: none"> • (1) Summer Transition Clerical – to provide clerical support to the teachers and administrative staff of the Summer Institute (96 hours & \$29) 	\$2784	\$2784	\$2784	\$2784	*	*	*	*	\$8,352
	<ul style="list-style-type: none"> • (1)Saturday Academy School Safety Officer –to provide safety monitoring of the Saturday School program (136 hours) 	\$2040	\$2040	\$2040	\$2040	*	*	*	*	\$6,120
	<ul style="list-style-type: none"> • (1)Saturday Academy Custodian – to provide custodial services for the Saturday School program (136 hours) 	\$2040	\$2040	\$2040	\$2040	*	*	*	*	\$6,120
	<ul style="list-style-type: none"> • Saturday Academy Clerical –to provide clerical support to the teachers and administration of the Saturday School program (136 hours) 	\$3944	\$3944	\$3944	\$3944	*	*	*	*	\$11,832
Purchased Services (Consultants)	<ul style="list-style-type: none"> • International Center of Leadership in Education and Scholastic will provide technical Assistance in Rigor and Relevance 	\$7200	\$136,800	\$136,800		*	*	*	*	\$273,600

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

	<i>Framework for 37 days per year</i>	*	\$6400	\$6400						\$12,800
	<ul style="list-style-type: none"> • Larry Aronstein and Associates will provide a teacher effectiveness coach for development and implementation of Teacher Evaluation Pilot for Years 1 and 2 	\$49,500	\$81,000	\$81,000		*	*	*	*	\$162,000
	<ul style="list-style-type: none"> • Center for Secondary School Redesign will provide technical Assistance in School Change for 54 days 	*	\$27,000			*	*	*	*	\$27,000
	<ul style="list-style-type: none"> • New York University will provide Technical Assistance on Disproportionality 	*	\$37,500	\$37,500	\$37,500	*	*	*	*	\$112,500
	<ul style="list-style-type: none"> • Vendor to be Determined will provide Curriculum Mapping Services 	*	\$12,000	\$12,000	\$12,000	*	*	*	*	\$36,000
	<ul style="list-style-type: none"> • ALEKS will provide Web-based artificial intelligence program for AIS Students 	*	\$20,000	\$20,000	\$20,000	*	*	*	*	\$60,000
	<ul style="list-style-type: none"> • Right Reason technology will provide a Credit Recovery Program 	*	\$15,000	\$15,000	\$15,000	*	*	*	*	\$45,000
	<ul style="list-style-type: none"> • AVID will provide support for College Preparedness at the High School 									

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

<i>Supplies and Materials</i>	<ul style="list-style-type: none"> • Laptops and Carts –(40) Laptops will be dedicated for the Advanced College Program and the Smart Scholars program 	*	\$75,000	*	*	*	*	*	*	\$75,000
	<ul style="list-style-type: none"> • (35) Elmo Readers- teachers will have access to these document readers to provide support in the integration of technology 	*	\$104,965	*	*	*	*	*	*	\$104,965
	<ul style="list-style-type: none"> • Social and Emotional Curriculum- the High School will purchase a social curriculum 	*	\$20,000	\$20,000	\$20,000	*	*	*	*	\$60,000
	<ul style="list-style-type: none"> • Supplies-Afterschool programming with local community based agencies- funds will be used to provide support for community based agencies who provide student support services 	*	\$5000	\$5000	\$5000	*	*	*	*	\$15,000
	<ul style="list-style-type: none"> • School Diversity Celebration-Supplies- in coordination with the ESL department funds will be used to conduct multicultural celebrations throughout the school year 	*	\$3000	\$3000	\$3000	*	*	*	*	\$9000
	<ul style="list-style-type: none"> • Supplies- School wide Merit System –funds will be used toward the purchase of student incentives 	*	\$3500	\$3500	\$3500	*	*	*	*	\$10,500
		*	\$18000	\$18000	\$18000	*	*	*	*	\$54,000

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

	<ul style="list-style-type: none"> Supplies/- Student Recognition, Award ceremonies, Annual Student Picnic – funds will be used to hold student assemblies, and ceremonies in school and outside Supplies- School Principal Administrative Team-funds will be used for supplies for the school leadership team 	*	\$1500	\$1500	\$1500	*	*	*	*	\$4500
Travel	<ul style="list-style-type: none"> Institute Member- (5)- funds will be used for membership for the Administrative staff of the High School for the Harvard Principal Center to be a part of a network that will build professional capacity in school management and instructional leadership. Conference Registration -(5) funds will used to fund participation in the Harvard Principal Center Summer Institute Conference Registration -(5) for the High School Administrative Team to attend the National Association of Secondary School Principals to review and examine leading trends in school reform 	*	\$1125	\$1125	\$1125	*	*	*	*	\$3375
		*	\$15,000	\$15,000	\$15,000	*	*	*	*	\$45,000
		\$6311.96	\$10,000	\$10,000	\$10,000	*	*	*	*	\$30,000

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

	<i>and instructional leadership</i>										
	<ul style="list-style-type: none"> • Conference Registration- (5)- for the High School Administrative Team to attend the national conference for the Association for Supervision and Curriculum Development to review and examine leading trends in school curricular innovations 	*	\$9000	\$9000	\$9000	*	*	*	*	\$27,000	
	<ul style="list-style-type: none"> • Conference Registration and transportation and board- (10) will fund the Advanced Placement professional development for teachers at the High School 	\$1050	\$17,000	\$17,000	\$17,000	*	*	*	*	\$51,000	
	<ul style="list-style-type: none"> • Conference Registration (3) - will fund professional development for culinary and hospitality teachers. 	*	\$7500	\$7500	\$7500	*	*	*	*	\$22,500	
<i>Employee Benefits</i>	<ul style="list-style-type: none"> • Benefits for Professional and Support Staff(excluding –teacher incentives) 	*	\$238,486	\$238,486	\$238,486	*	*	*	*	\$715,458	
<i>Equipment</i>		*	*	*	*	*	*	*	*	*	
Grand Total			\$148,461.76	\$1,871,968.40	\$1,770,003.40	\$1,545,803.40		\$50,000	\$50,000	\$50,000	\$5,331,655.20

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

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.

<i>Category</i>	<i>Description of Budget Item</i>	<i>Proposed LEA allocation</i>				<i>Total Project Allocation</i>
		<i>Pre-implementation</i>	<i>Year 1- Full Implementation</i>	<i>Year 2</i>	<i>Year 3</i>	
<i>Professional Staff</i>						
<i>Support Staff</i>						
<i>Purchased Services (Consultants)</i>	<i>Teacher Effectiveness Coach for Teacher Evaluation Pilot- Larry Aronstein and Associates will conduct training on how to create a teacher evaluation system. This will be for the APPR Committee (see appendix)</i>	\$0	\$6400	\$6400	\$0	<u>\$12,800</u>
<i>Supplies & Materials</i>						
<i>Travel</i>						
<i>Employee Benefits</i>						

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

<i>Equipment</i>						
<i>Grand Total</i>		<i>\$0</i>	<i>\$6400</i>	<i>\$6400</i>	<i>\$0</i>	<i>\$12,800</i>

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

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name:	Roosevelt Union Free School District											
BEDS Code:	2	8	0	2	0	8	0	3	0	0	0	Copy and use additional pages as necessary

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

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

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

1. Individuals Consulted	2. Individual’s Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable Summary of Documentation
Individual’s Name (Print/Type)	Please see attached	Please see attached	
Signature			
Individual’s Name (Print/Type)			
Signature			
Individual’s Name (Print/Type)			
Signature			

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

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.

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

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

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

General Federal Assurances

1. The program will be administered in accordance with all applicable statutes, regulations, program plans and applications;
2. Each LEA shall assure its compliance with all supplement not supplant requirements;
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency or in a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, nonprofit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
4. The applicant will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
5. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
6. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
7. The applicant agrees to comply with the following civil rights authorities, their implementing regulations, and appropriate federal and State guidelines: Title VI of the Civil Rights Act of 1964, Title IX of the Federal Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.

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

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

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

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

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

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

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

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

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

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.

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

**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.

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

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
 7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
 8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
 9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
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Certification

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

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

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

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

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

(B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section [794](#) of title [29](#) in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;

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

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

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

**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—

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

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

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

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

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

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

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

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

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

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

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).

Chart 1- Percentage of students at or above each proficiency level						
Student Group	ELA			Math		
	Level 2	Level 3	Level 4	Level 2	Level3	Level4
State Education Department Under 1003 (g) of the Elementary and Secondary Education Act of 1965 LEA School Improvement Grant Application, FY 2010						
All Students	68%	63%	18%	71%	56%	4%
Female	74%	69%	23%	78%	65%	4%
Male	62%	56%	13%	65%	47%	4%
African American	76%	70%	20%	77%	61%	6%
Hispanic	44%	42%	13%	56%	42%	0%
General-Education	73%	79%	22%	73%	58%	5%
Students with Disabilities	39%	24%	0%	61%	45%	0%
English Proficient	72%	67%	20%	73%	58%	5%
Limited English Proficient	75%	22%	24%	50%	39%	0%
Economically Disadvantaged	62%	59%	14%	80%	63%	4%
Not Economically Disadvantaged	62%	59%	14%	65%	50%	5%

Chart 2-Student Participation rate of State Assessment					
Assessment	Black	Hispanic	White	Student with disability	Economically Disadvantage
ELA	96%	81%	0%	0%	94%
Math	92%	90%	0%	0%	96%