

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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<b>District:</b> George Junior Republic Union Free School District	
<b>Address:</b> 24 McDonald Road	
<b>Contact Person:</b> J. Brad Herman	<b>Telephone:</b> 607-844-6200
<b>Address of Contact:</b> 380 Freeville Road, Freeville, NY 13068	
<b>E-mail Address:</b> <a href="mailto:jbradherman@gjrmail.com">jbradherman@gjrmail.com</a>	<b>Fax:</b> 607-844-4053

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

Authorized Signature of Chief School Officer (in blue ink)



Typed Name: J. Brad Herman

Date: 5/24/12

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**General Information**

**Eligible Applicants**

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

**Funds Available and Award Amounts**

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

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

**Funding Period**

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

**Expectations**

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

**Models**

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

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

For the USDOE description of each of the models, please see:  
<http://www.oms.nysed.gov/press/ATTAUSDOETurnaroundModels.2010.htm>

**Definitions**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Additional Information or Assistance**

For additional information or assistance, please see:

- New York Education Department Field Guidance Memorandum regarding School Improvement Grants 1003(g), posted at : <http://www.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>.

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

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

**Application Format**

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

1. Application Cover Sheet
2. Assurances and Waivers Form
3. Section A: Schools to be served list
4. Section B: Descriptive Information
5. Appendix A: Baseline Data- This must be completed for each school the LEA commits to serve
6. Appendix B: Model Implementation Form- This must be completed for each school the LEA commits to serve
7. Appendix C: Consultation and Collaboration Form
8. 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 30<sup>th</sup>, 2011**.

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

The LEA must assure that it will—

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

**Waivers**

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

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

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**Section A: Schools to be Served:**

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

School Name	NCES #:	Tier I	Tier II	Tier III*	Intervention (Tier I and Tier II only)			
					Turnaround	Restart	Closure	Transformation
George Junior Republic UFSD	3615030		X					X

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

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**Section B: Descriptive Information**

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

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

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

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**District Background**

The George Junior Republic Union Free School District is a Special Act School District serving grades 7 to 12, located in a predominantly rural section of upstate New York (Tompkins County). It is on the campus of The William George Agency for Children's Services, Inc. a residential treatment center serving the needs of a residential population presenting a wide spectrum of emotional, social and learning difficulties, including many children diagnosed with multiple handicapping conditions. The George Junior Republic Union Free School District provides the academic component of a residential treatment model for boys and girls placed from throughout New York State. Of the District's 208 student licensed capacity, there are 190 residentially placed students and an 18 student day school population.

Special Act School Districts were created by an act of the New York State legislature to provide transitional, intensive intervention to special student populations designed to ensure equal access to free, appropriate public education. Characteristics of our special student population include:

- The District provides services for students from over 140 school districts throughout 47 counties across New York State. Students are placed by Family Courts or County Departments of Social Services (90% of population) or by Committees on Special Education (10% of population).
- The majority of the juvenile delinquents in voluntary child care agencies in New York State outside of New York City are placed with The William George Agency for Children's Services and subsequently receive academic services at The George Junior Republic Union Free School District.
- 95% of students enrolled at The George Junior Republic Union Free School District and The William George Agency for Children's Services have a mental health diagnosis in DSM-IV
- The average length of student enrollment is 7 - 12 months. The transient nature of students enrolled in the District results in over 330 students being enrolled in a given year.
- 90% of student enrollment termination is decided by family court or county department of social services; 10% of students will have their withdrawal decided by the Committee of Special Education of the placing school district
- The academic proficiency of the student body lags expected grade level by 3 or more years
- 20% of the student population have an I.Q. ranging between 50 and 70, a population served at the request of the New York State Education Department

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- 75% of our students are classified as students with a disability.
- 15% of the student body are court adjudicated sex offenders
- 70% of the student body attend or qualify for the services provided by the residential program's licensed drug and alcohol outpatient clinic
- The student body meets the School Breakfast/Lunch program threshold of 90% poverty level
- The District has not consistently had 30 or more students continuously enrolled in 7<sup>th</sup> or 8<sup>th</sup> grade in any given year.
- The transient nature of our students and the length of distance from the home district negatively impact the school and student/parent as being a stakeholder in this District's decision making and planning.
  - 81% of the families are single parent or reconstituted families.
  - 59% of the parents have a history of drug abuse or addiction.
  - 36% of the parents have a history of incarceration

Since being identified as a Persistently Lowest Achieving (PLA) school in the 2010/11 school year the District attempted to secure SIG funding which was subject to an expedited approach given the timing of the JIT review and subsequent recommendations. In the absence of SIG funding, the District has made effort to respond to some of the recommendations identified in the District's Joint Intervention Team's (JIT) on site review written report (June 2011), our own internal needs assessment and consultation with BOCES content area specialists to the extent resources were available within rate setting guidelines and other federal grant possibilities. This application will discuss those efforts in greater detail, however more intensive application of proposed remedies to the JIT team's recommendations are central to this application.

The District has developed a letter of intent to jointly negotiate elements of teacher assessment as noted in section 3012-c of New York State Education Law. **The District will have the APPR plan submitted prior to July 1, 2012.** The respective teams will be comprised of three persons from the bargaining unit as well as the Superintendent, Assistant Superintendent and Business Manager. One of the issues that will necessitate in-depth discussions will be the District's plan to implement a value added system that can be used as part of the teacher and administrator evaluation process. In accordance with application requirements, a new principal will be sought specifically for the purposes of this transformational process.

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Preference will be given to an individual with experience and certification in Special Education. Experience with individuals in the Juvenile Justice System would also be sought. **The District will contract with the retiring BOCES District Superintendent, Dr. Ellen O'Donnell, to provide consulting/search services for this position. The District feels this individual provides a uniquely strong background to provide such services as the student populations served by BOCES most closely match the academic demographic of our population. The District has enjoyed a close relationship with the Dr. O'Donnell and has previously utilized her knowledge and experience in strategizing approaches to provide better services to our student population. The District administrative team will meet with Dr. O'Donnell to develop the appropriate criteria for candidates including desired experience, demonstrated success in improving student academic achievement, level of immersion with special education students and programs, appropriate supervisory experience, length of service, etc...**

**The search will be conducted regionally to attempt to draw a considerable candidate pool to choose from. The process will include initial review of applicants by the consultant and District administration with those candidates deemed appropriate being interviewed by the District administration with Board of Education participation. Candidates will be given a tour of the campus. The final selection will be made inclusive of input from the consultant, District administration and the Board of Education.**

The District will hire a fulltime Assistant Superintendent whose duties will include functioning as the Turnaround Officer and the School Improvement Manager (SIM) for the district (school). The Assistant Superintendent will support the school improvement process and will work in collaboration with the Technology Staff and other department heads to ensure that coordinated support and resources are targeted to meet established goals. The person will coordinate internal site reviews with the Principal, regularly conduct monitoring visits in the school and support school improvement planning, and will work closely with other Central Office administrators to ensure that the school has the necessary resources to meet and exceed their established goals.

As part of the JIT recommendations, the school has already increased the instructional time for students. The junior/senior high school is providing additional learning time within the 10 month school program and will continue this scheduling augmentation during our 30 day summer school program to intensify our efforts in raising 7<sup>th</sup> and 8<sup>th</sup> grade student scores as outlined in the attached Transformation

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Plan.

Further, the District is providing AIS for all 7<sup>th</sup> and 8<sup>th</sup> grade students that did not meet state standards on previous school year assessments in Math and ELA. AIS intervention now occurs 45 minutes daily. Given the transient nature of our population, this augmentation will remain in place for all future 7<sup>th</sup> and 8<sup>th</sup> grade students.

Professional development and implementation of differentiated instruction based on student and school data is an essential part of the PLA school's Transformation Plan. A portion of our SIG application includes funding to support all current teacher aides to become certified teaching assistants and to add teaching assistant substitutes to improve the quality of instructional support and provide high quality substitute services for teachers who may be pulled from their classrooms for vertical or horizontal team meetings, or for focused professional development provided by the District's proposed Math and Literacy instructional coaches. Teaching Assistants and TA substitutes will be expected to attend all school professional development to ensure that they can effectively implement the research-based strategies in the classrooms. As permanent staff members, they will be part of the positive reform culture in the school. Professional development time will be built into every teacher's work year schedule and monitored by the SIM and Principal. School administrators are expected to participate in or lead the professional development including data dialogues and grade level team meetings. Effective teachers will be identified and their classrooms used as models with other teachers scheduled to observe to view effective instructional strategies and practice. Teachers will review student work at horizontal, vertical, school wide and department meetings for student and program monitoring as well as to ensure consistency in expectations and grading across classrooms.

The District has utilized alternate sources of funds to purchase and implement Scholastic programs READ 180, System 44, Expert 21 and FASTT Math as well as Renaissance Learning programs STAR Math, Accelerated Math Enterprise and STAR reading. On October 7, 2011 a day of professional staff development was provided on targeted differentiated instruction and on March 16, 2012 professional development was provided to teaching staff only (aides were excluded due to budgetary constraints) in "Writing Across the Curriculum" provided by David Franke, SUNY Cortland Seven Valleys Writing Project. While the initial results of these program augmentations have shown promise, the District includes in this proposal the funding of a Data Coach to interpret implementation and quantify

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results, train staff to analyze data effectively and develop appropriate instructional strategies based on data feedback. Integral to these learning strategies will be participation from the proposed Math and Literacy coaches in observing and assisting instructional staff on best practices regarding instructional approaches. In the aforementioned efforts, the District lacked any funding for providing teacher aides training in use of these resources. This proposal includes funding for our current teacher aides to achieve teaching assistant certification and also to provide them congruent professional development opportunities enabling a more seamless delivery of instructional practices.

The District proposes to partner with the May Institute to provide multi-tiered systems of support for improving academic and behavioral outcomes, including providing ongoing training and support in RtI and PBIS, which are critical to the successful implementation of the Transformation Model in this district. Given the poor academic and pro-social achievement of the school's student performance, the currently limited structural capacity to implement systematic changes and the lack of systems to sustain the substantive changes needed, May Institute consultants will work with administrative and instructional staff to plan, develop, implement and continuously monitor a response-to-intervention model, comprised of a multi-tiered framework founded upon problem-solving logic. The ultimate goal of this process is to develop the systems and practices found by research to support enhanced academic and behavioral student outcomes. It is anticipated and this will be achieved through a) more targeted instruction and b) increased capacity to address problem behavior in the classroom, greater time on-task, and improved social skills.

The District anticipates the efforts of the May Institute will be sustained through rigorous job-embedded professional development utilizing a turn key approach to provide continuity of the improved instructional aspects gained through partnering with the May Institute. Please see the attached May Institute proposal for additional detail on this comprehensive proposal.

The District proposes to continue to provide professional development services from Staff Development for Educators, Inc., Dr. Ellen Arnold and David Franke, TST BOCES, the May Institute and other external sources as deemed appropriate within the scope of this proposal to further support school improvement initiatives.

Improving the capacity of instructional staff through job-embedded professional development will be facilitated by Assistant Superintendent, Principal, Math, Literacy and Data Coaches. Facilitators will work collaboratively to actively engage teachers in implementing robust academic standards, using data to identify and

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address student learning needs and aligning curricula with Common Core standards. **Math, Literacy and Data Coaches will engage in classroom coaching bi-weekly, schedule meetings with teachers and conduct observations of classroom practices, providing feedback to teachers regarding best practices as well as areas needing improvement. Coaches will be looking for evidence of professional development topics being incorporated into instructional practices. Teachers identified as needing additional assistance in implementing professional development objectives and identified best practices will be provided subsequent additional professional development opportunities which could include intensified individualized coaching time and additional topic instruction from external sources, to provide ample opportunity for professional growth. Teachers will utilize common planning time by department for a monthly meeting to review best practices, strategies, curricular enhancements, etc... These department meetings will be facilitated by department heads with input provided by District coaches and administrators. All staff involved will clearly understand the methods and objectives intended as the school transformation process is implemented. The clarity of purpose will be provided by the Assistant Superintendent and Principal, carried through by the administrative team and the proposed coaches. Staff will be held accountable to embrace these objectives designed to deliver a higher level of student achievement district wide. Teachers currently participate in a total of 24.5 hours of professional development throughout the 10 month calendar. In Year 1 of the grant, an additional 77 hours of professional development is proposed, with 31.5 additional hours in Year 2 and 28 additional hours proposed in Year 3.**

All newly hired teachers for vacant positions in the PLA school will be fully informed of the expectations and will agree to those expectations before being offered a position in the school. Each new staff member in years two and three of the grant period will be required to attend up to three days of differentiated professional development in the summer before the school year starts in their identified areas of need in alignment with the school's Transformation Plan. Teachers new to the District are assigned a mentor master teacher who will support the teacher throughout their first year in areas of behavior management, instructional practice and assessment. Mentor teachers assigned to new teachers in PLA school will be expected to be knowledgeable to initiatives and strategies used in the school. Teachers in the school, probationary as well as tenured, will participate in an observation process, which provides the teacher the opportunity to observe teaching in other classrooms and to give feedback to their colleagues.

The school will utilize partners to assure support to the instruction given during the traditional academic day. This will be supported by Cornell University who will

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offer two to four Math tutors at times after the school day while in residential settings. This is part of Cornell University's community outreach program.

Our students and their families have substantial histories in the abuse of drugs and alcohol. The William George Agency has expanded its outpatient substance abuse services program to include a more intensive, primarily focused residential program to serve this population. Typically when students go into such rehabilitation facilities they only receive tutoring and not full day services. The District and Agency, in cooperation with Tompkins Cortland Community College, have developed a residential program that deals with this major clinical issue while providing students a full day educational program. The college has partnered in this effort, providing interns and staff as the college student becomes certified as a Certified Alcohol Substance Abuse Counselor.

**The District will continue to work with the childcare agency to develop opportunities for parent involvement. Currently the District participates in CSE meetings, treatment plan reviews, "family day" events which target specific student populations (based on treatment needs) which occur monthly for many of our students. Parents are requested to participate in all of these meetings to discuss their child's progress and to provide their input. Further, a campus wide "Family Day" occurs every year in the fall in which all parents are invited to spend a Saturday on campus with school and agency staff to see the campus and directly interface with all individuals involved in their child's activities. Parents are also invited to participate in our Graduation Ceremony. To encourage parent involvement in these two events, the agency provides transportation to those parents who are otherwise unable to attend due to transportation issues. In recognition of the challenges parents face in participating on campus, the District will develop web based communication opportunities including the development of a quarterly newsletter to be posted on the District's website and provide the ability for parents to communicate directly with teachers via e-mail. The District is currently using a student information system called "School Tool", a web-based educational system. The District will look to develop a parent portal providing the capability for parents to log into the system to be able to view their child's current academic progress including schedule, grades, assignment completion, attendance and discipline. Development of this capability will be part of the responsibilities of the Assistant Superintendent in conjunction with the IT department.**

The issue of sustainability is a complex one for a Special Act District in New York. While the Chief Rate Setter for the SED's Program Service Reimbursement Unit has provided some assurances for continuity of a federal initiative upon the sunset of the School Improvement Grant, the reader must fully understand the challenges under which Special Act School districts function financially. These districts are funded through an appropriation established by the legislature and administered by the NYS Division of Budget, managed by the State Education Department with the specific

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office being the Program Services Reimbursement Unit.

This stated, our District also has a unique opportunity to continue what might be the more costly elements of the grant through an efficiency of scale generated by a proposed expansion of our school. This proposal is already entering the building approval stage and awaiting program approval with SED expected within the next few months. Infrastructure relating to design plans and drawings has already been approved by the Office of Facilities planning, meaning the core extension phase of the school expansion project is in place. It is intended that construction will begin in September 2012 and take approximately 12 months to complete. Construction completion would then begin the enrollment of 54 new students over a 3 to 4 year period. The expanded student base will lead to further fiscal efficiency allowing for a certain degree of unencumbered funds not specific to classroom instruction to become available to support the successful tools derived from the grant experience as it nears its conclusion. This fortuitous convergence of events presents a unique opportunity at this point in the history of the school. **The District is in receipt the expansion approval letter dated April 2010. Expansion plans will be moving forward shortly. The approval letter is attached.**

The Agency has been in close contact with all student referral sources to assure rich utilization of the new building. Likewise, the District has kept contact with CSE's, gaining and maintaining support for programs to be provided resulting from the expansion. Historically, the Agency and the District have planned and brought to fruition several programs for students with disabilities over the last 20 years. Referral sources are especially interested in the continued expansion of programs for females and individuals having educational instruction compromised by issues of substance abuse.

Sequence of District Growth and Sustainability

The first year of the grant will coincide with the construction phase of the new school expansion. Dependent upon the pace of construction, we would expect to serve additional students beyond our 208 licensed capacity as we would expect new instructional space to become available at a time when our overall census and referral patterns are cyclically very strong. Again, this will be dependent upon the pace of construction but it should be clearly understood the District has had ample time to plan for this expansion and are fully prepared to implement the Year 1 SIG application proposals without interruption.

The second year of the grant should see construction of the new school building nearing completion. We would expect to see an additional 18 to 36 students beyond our current licensed capacity of 208. This will enable the District to meet the new fiscal requirements of the heightened academic status of the District now employing fully certified teaching assistants.

The third year of the grant will find the school expansion complete and the full

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complement of 36 students enrolled beyond the current license capacity.

The fourth year of this sequence will see the grant cease with key elements sustained by the addition of 18 new students, increasing the licensed capacity of the District from 208 to an expected capacity of 262 students. This anticipated addition to student enrollment, as well as the enrollment growth in the preceding years, will support the ongoing elements of the former grant through the provision of revenue for the following:

1. Administration – The administrator will be in proportion to present staffing.
2. Teacher Assistants (3) – The Teacher Assistants will function as substitutes for existing staff and function to assure continuation of academic delivery.
3. Data Coach – Data analysis will continue to grow as grade and subjects come under accountability. This person will deliver data and be central to continued development of differentiated instruction and informed instructional approaches in the classroom.
4. Department Heads – These newly created stipended positions will be maintained as trained instructional specialists to carry forward the efforts previously embedded into curriculum through the efforts of the Math and ELA coaches.
5. Professional Development – This will continue and broaden as needs assessment and data monitoring effectively direct our efforts to address areas calling for improvement.

It should further be noted that as the School Improvement Grant proceeds through its duration more students will be proportionally impacted than at the start due to the growth of the student body through expansion.

Specifically the school is funded by a rate set by SED and driven by the daily enrollment of students placed by Family Courts, County Social Service Departments and Committees on Special Education. As stated previously, discussions have taken place with the Chief Ratesetter at SED (April Wojtkiewicz) who states; “It is the intent of the New York State Education Department to provide sustained funding to Special Act LEA’s after the conclusion of the School Improvement Grant funded through USDOE. This is intended to sustain those gains in policy and practice demonstrated through the grant.”

Our District is confident that it will benefit from the extensive professional development, high quality consultants, the mentoring department head structure, and the modeling/coaching efforts to be employed during the length of the SIG to carry forward the instructional improvements gained during the grant in an embedded fashion into the future. This potential is especially fertile given the fact this District has the lowest teacher turnover rate of any Special Act District in the state of New York. Further, this concept has special potential with the teacher aides in the District as they achieve teaching assistant certification and strengthen their understanding of

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the educational process and their roles in delivering an improved academic experience to our transient and highly at –risk population. This newly acquired instructional knowledge base, refined and focused on the most critical academic deficits in conjunction with their current knowledge of behavioral challenges and intervention techniques, should enhance learning and positively impact student achievement.

The District feels that is can implement basic elements of the Transformational Model and be up and running by the beginning of the 2012- 2013 school year.

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

- **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.**

2.

Many of these obstacles will continue to be present due to the statutory structure and purpose of the Special Act School District. The description following presents the technique that the LEA will utilize to enhance academic progress under these conditions.

The District has been subjected to severe budget constraint, beyond that experienced recently by traditional school districts throughout the state. Cost increases in special education exceed that of traditional student populations. The District does not have a tax base; the school is funded through a rate established by the New York State Education Department. School income is highly sensitive to census fluctuation and Special Act Districts are prohibited from maintaining a fund balance.

Program funding comes to the District by the multiplication of student days enrolled times a per diem rate based on a 2 year historical perspective. In the past, SED had adjusted the rate intermittently through Cost of Living Adjustments typically averaging between 2% and 3%. However, SED has not made a COLA adjustment in four consecutive years. Annual increases to expenses including but not limited to NYS TRS, health insurance and contractual obligations related to the Triborough Amendment, in absence of additional funding via per diem rate increases, continue to erode availability of funds for instructional improvements. In attempting to channel funding to instructional activities, the District administrative team now consists solely of the Superintendent, Principal, Curriculum Coordinator and Business Coordinator. This further minimization of the administrative staff makes administrative oversight of new programming implementation exceedingly challenging.

In order to provide a solid foundation for successful implementation of the School Improvement Grant, the District will hire a fulltime Assistant Superintendent whose duties will include functioning as the Turnaround Officer and the School Improvement Manager (SIM) for the District (school). Given the significant academic, social and behavioral deficits of our student body, an additional school administrator is needed to assist in the implementation of our school improvement process. Additional administrative support will allow for more classroom

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observations and professional feedback regarding differentiated instruction, behavior management strategies and individualized intensive interventions based upon comprehensive evaluation. The Assistant Superintendent will support the school improvement process and will work in collaboration with the Technology Staff and other department heads to ensure that coordinated support and resources are targeted to meet established goals. This person will coordinate internal site reviews with the Principal, regularly conduct monitoring visits in the school and support school improvement planning, and will work closely with other Central Office administrators to ensure that the school has the necessary resources to meet and exceed their established goals. We envision future expansion, with a projected school enrollment increase of 25%, to necessitate preservation of this position beyond the duration of the grant. This position will be sustainable as a result of revenues generated by increased enrollment.

The District has utilized alternate sources of funds to purchase and implement Scholastic programs READ 180, System 44, Expert 21 and FASTT Math as well as Renaissance Learning programs STAR Math, Accelerated Math Enterprise and STAR reading. The District commits two days per year in providing training to staff in use of these programs, however the District also recognizes this amount of training is insufficient to bring about utilization of these programs to their fullest potential. Our internal needs assessment indicates that while these tools can be effective for our students, teachers require additional training, availability of additional professional development time and Math and ELA coaching from instructional specialists to improve instructional practices utilizing these tools with fidelity. These programs and other systems currently in place allow the District to collect school-wide and grade level student performance data, however we are deficient in our ability to analyze the data to assess the effectiveness of instructional practices and their impact for improving student achievement. Teachers need the support of a Data Coach to better utilize and understand student data to better inform instruction.

Again due to budgetary constraints our instructional program lacks positions common to other districts such as content area specialists and department heads. The expected outcome of the grant implementation is to provide current staff with intensified support and training by way of Math Coach, ELA Coach and Data Coach as well as greater professional development opportunities to bolster academic rigor and alignment with Common Core Standards, allowing participating staff to carry forward program improvements beyond the grant funding period. The District historically experiences very low turnover and would evaluate the effectiveness of job-embedded training to determine the necessity of continuation of the proposed positions beyond the grant period.

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The enrollment of students in residential – school setting in New York State is short term. This is a situation being exacerbated by the policies adopted by state residential supervising department (OCFS). The average length of enrollment is 7 - 12 months.

The student body is in constant change due to a rolling enrollment throughout the year. The school capacity of 208 may likely experience 330 students in transitional enrollment.

The student body originates from 47 counties and approximately 150 school districts.

- a. Action Required – The Superintendent will continue to advocate for extended periods of stay appropriate to achieve measurable academic growth. At the District level, the transient nature of the student population requires that we continually assess student needs to assure students are placed appropriately within the school setting.
  - b. How Action is to be Completed – We need to maintain a robust set of formative assessments that provide critical and timely data that can be used to expedite appropriate instructional placement.
  - c. When Will the Action be Completed – At time of enrollment and on a quarterly basis.
    - i. 2012 – 2013
    - ii. 2013 – 2014
    - iii. 2014 – 2015
  - d. What is the Cost – Cost absorbed by existing budget.
2. 82% of the student body is adjudicated as Juvenile Delinquent or Person In Need of Supervision and 75% are classified as educationally handicapped .
- a. Action Required – Integral to improved student performance will be participation from the Math and Literacy coaches in observing and assisting instructional staff on best practices regarding instructional approaches. Supplemental teachers with certification in Speech & Language and Math will be added to enhance delayed learning of students. Supplemental teachers and aides will be added to compensate for teachers and aides participating in collaborative coaching etc to continue quality and level of teaching without interruption. The district has neither history nor resources within state rate system to pay for this staff.
  - b. How Action is to be Completed –Superintendent will hire Math and Literacy coaches as well as a Data coach. Superintendent will hire 3 teaching assistants. This proposal includes funding for our current teacher aides to achieve teaching assistant certification and also to provide them congruent professional development opportunities enabling a more seamless delivery of instructional practices. This will allow our teaching staff time to collaborate with the Math, Literacy and Data coaches to promote informed

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instructional enhancements.

- c. When Will the Action be Completed –
  - i. 2011 – 2012-Hiring of Math, Literacy and Data Coaches, hiring of 3 additional teaching assistants, teaching assistant certification training
  - ii. 2012 – 2013-Completion of teaching assistant certification process.
  - iii. 2013 – 2014
- d. What is the Cost –
  - i. Coaches - 3 year total = \$719,899
  - ii. Teaching Assistants – 3 year total = \$363,892

NOTE: Staff proposed here are 11 month positions, serving 10 month school year and Summer school programs. These costs include a total of 6 positions inclusive of salary and benefits.

- 3. Students have little support of parents due to family characteristics and distance. 81% came from single parent families, 59% of parents are abusive or addicted to drugs, 36% of parents have a history of incarceration. Family participation in school leadership is challenging due to distance from school as students are placed with the residential agency from 47 different counties and multiple different school districts within the state. Further, all but approximately 10% of our students are placed via county department of social services or family courts. While in most cases parents are included within the county or family court constructed plan of returning to home after successful participation in our residential program, the county or family court become the legal custodian for the student during placement. Caseworkers are assigned to participate intimately in all aspects of treatment provided to the student, including educational goals and objectives. These individuals follow mandated contact requirements with the residential agency personnel (school personnel) including participation in Unified Case Reviews and planning conferences where academic goals are established and achievements are reviewed, but it needs to be clearly understood these meetings involve the entire treatment program, of which educational progress are only a single aspect of.
  - a. Action Required –Our history consistently demonstrates longer lengths of stay allow for the management of behavioral issues to be established allowing students to participate individually to the greatest extent possible in the academic program. The Superintendent will continue to advocate for longer lengths of stay and discharge planning coordinated with transitional approaches back to home districts that best serve the student.
  - b. How Action is to be Completed – Annually and at placement of students.
  - c. What is the Cost – This is an ongoing effort, the cost is absorbed by existing budget
  - d. When Will the Action be Completed – This is an ongoing effort.

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4. Securing dually certified teachers, curriculum specialists and Assistant Superintendent with experience in segregated settings capable of instructing students with severe emotional disturbance and significant academic deficits.
- a. Action Required – The District will hire professional staff.
  - b. How Action is to be Completed – Network with BOCES District Superintendent to find appropriate cross contacts for said experts on staff or retiree availability.
  - c. When Will the Action be Completed –
    - i. 2012 – 2013-Assistant Superintendent, Math, Literacy and Data coaches to be hired. Content area specialists will be developed to help insure new curriculum guides are developed that address Common Core Standards and heightened rigor that prepare students for 21<sup>st</sup> century college and career readiness.
    - ii. 2013 – 2014-All employees and contractual arrangements in place.
    - iii. 2014 – 2015
  - d. What is the Cost –

	Yr 1	Yr 2	Yr 3
i. Content Area Specialist	\$17,160	\$17,770	\$18,526
ii. Assistant Superintendent	\$154,633	\$160,199	\$166,721
iii. Curriculum Writers	\$12,257	\$12,693	\$13,233

(to meet core curriculum changes)

NOTE: These costs are inclusive of salary or salary enhancements and benefits associated with same. The Assistant Superintendent position is a newly proposed and funded 12 month position.

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

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

**The District operates a single school grade levels 7 to 12. Thus, there is no larger administrative oversight body as the building level administrative team serves as the implementation team within our school.**

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

Type of Activity/Description	Timeline	Persons Responsible	Description of duties
Hire an Assistant Superintendent	July 1, 2012	Superintendent recommendation to Board of Education for approval	Through the SIG application the District will add an Assistant Superintendent to function as the Turnaround Officer and the School Improvement Manager (SIM) for the District. The Assistant Superintendent will support the school improvement process and will work in collaboration with the Technology Staff and other department heads to ensure that coordinated support and resources are targeted to meet established goals. The person will coordinate internal site reviews with the Principal, regularly conduct monitoring visits in the school, support school improvement planning and will work closely with other Central Office administrators to ensure that the school has the necessary resources to meet and

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Begin to develop District-wide strategic plan, including uniform grading procedures and common rubrics	July – August 2012	Central Office staff	exceed their established goals. Please see attached job descriptions at end of application.  Communicate and prioritize goals and strategic actions.
Recruit, select and hire Math, Literacy and Data coaches	July – August 2012	Superintendent, Assistant Superintendent and Principal	Please see attached job descriptions at end of application.
Recruit, select and hire new Teaching Assistants	July – August 2012	Superintendent, Assistant Superintendent and Principal	Please see attached job description at end of application.
Contact and begin process with appropriate vendors to complete necessary work for Teaching Assistant certification for existing Teacher Aide staff	July- December 2012	Curriculum Coordinator and Therapeutic Crisis Intervention Specialist	Solicit program and cost proposals, select vendor and schedule
<b>IMPLEMENTATION PLANNING, MONITORING AND SUPPORT</b>			
SIG Implementation Quality Assurance	September 2012 quarterly in years 1 through 3	Superintendent reports to Board of Education quarterly	The Assistant Superintendent and Principal will review progress with the Superintendent at regular intervals for Superintendent to prepare quarterly Board of Education updates.
Establish SIG Implementation Team	Ongoing	Assistant Superintendent, Principal and Curriculum Coordinator	Establish project work plan with interim milestones, monitor implementation, address challenges as they arise, assess progress, monitor expenditures.
Monitor effectiveness of new Principal related to student	Annually (years 1 through 3)	Superintendent and Assistant Superintendent	Adhere to education law 3012-c and Commissioners Regulations, conduct annual

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academic achievement and implementation of school improvement initiatives			evaluations
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**Section B: Descriptive Information (cont.)**

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

See Appendices A and B.

**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.

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The District will commit to a 10% academic performance increase on State Assessments. This will be based on NYSED data resources identifying a baseline as derived from performance of each student at the preceding grade in prior year placement.

At this time the District plans to use STAR assessments by Renaissance Learning for local assessment purposes. STAR reading and STAR Math assessments are statistically linked to NYS assessments to allow for predictability of state test outcomes. They also align to state standards and provide information about student mastery of those standards, allowing the District to judge the success of student learning on a more immediate basis. This will provide a growth model based upon testing students within their first 10 days of admission, on a quarterly basis and at school year end or prior to discharge if that date is known.

Annual goals based on the STAR reading and STAR math assessments for the school will be:

- Goal 1: 50% of students make some NCE gains or test at or above the 50<sup>th</sup> percentile on post-test;
- Goal 2: 50% of students who test below the 50<sup>th</sup> percentile make up a 2% gap reduction per every 20 days in attendance between the pre-test NCE and 50<sup>th</sup> percentile.

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

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

School level personnel were involved throughout the JiT process, including participation in the exit interview where verbalization of the final report was provided. Subsequent to not receiving the FY 2011 School Improvement Grant the District has made effort to respond to recommendations identified in the District's JiT review.

Instructional staff and the administrative team have worked collaboratively to identify opportunities for professional development trainings and secure appropriate external trainers on topics including Differentiated Instruction (Dr. Ellen Arnold), Writing across the Curriculum (SUNY Cortland Seven Valleys Writing Project), ELA Common Core Curriculum (Beth Dryer – TST BOCES – Literary Instructional Specialist), Math Common Core Curriculum (Allison Sitts - TST BOCES – Mathematics Instruction Specialist), Using Data to Enhance Instruction (Cheryl Covell-TST BOCES Instructional Specialist). The District has purchased Scholastics READ 180, System 44, Expert 21 and FASTT Math instructional software. Scholastic has been on campus and provided 20 hours of on-going training and support in the implementation of the programs. Additionally the District has purchased Accelerated Math program from Renaissance Learning and provided 6 hours of training and support in FY 2011/12.

Instructional staff have fully embraced and are enthused by student response to the programs discussed but feel they need additional training and support to utilize the data from these programs to drive instruction and develop positive instructional outcomes.

Collectively bargained instructional staff had representation by an elected official in the completion of this application, as was the CSE chairperson.

The individuals listed on page 75 were consulted regarding collective bargaining, incentives, professional development, extending the school day, and local assessments. Additional consultations included: Robert F. Putnam, Senior Vice President of Consultation, the May Institute via e-mail and conference calls during May and June 2011, regarding proposal for Multi-Tiered Systems of Support for Improving Academic and Behavioral Outcomes; April Wojtkiewicz, Chief Rate Setter, NYSED Program Services Reimbursement Unit regarding sustainability; Board of Education regarding replacement of Principal, sustainability and the grant application review; Ms. Pamela Treat-Ulrich, RSE/TASC non-district specialist regarding professional development on formative assessment, walk-throughs and RTI during the months of May and June 2011 via e-mail,

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telephone and face to face conversation.

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

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

**LEA level Activities for Tier III Schools**

Type of Activity/Description	Timeline	Persons Responsible	Description of duties

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

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

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

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

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

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**APPENDIX A: BASELINE DATA INSERT APPENDIX A HERE**

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

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

<b>School: George Junior Republic</b>	
<b>UFSD</b> _____	
<b>NCES#:</b> _____	
<b>Grades Served:</b> <u>7 to 12</u>	
<b>Number of students:</b> <u>208</u>	
<b>Model to be implemented:</b> <u>Transformation</u>	
Achievement Indicators	2009-2010
AYP status	
Which AYP targets the school met and missed	
School improvement status	
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup*	
Percentage of limited English proficient students who attain English language proficiency	
Graduation rate	
College enrollment rates / Achievement	

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

<b>School:</b> _____	
<b>NCES#:</b> _____	
<b>Grades Served:</b> _____	
<b>Number of students:</b> _____	
<b>Model to be implemented:</b> _____	
Leading Indicators	2009-2010
Number of minutes within the school year*	
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	
Dropout rate	
Student attendance rate	
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes*	
Discipline incidents	
Truants	
Distribution of teachers by performance level on LEA's teacher evaluation system	
Teacher attendance rate*	

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**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

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

LEA: \_\_\_\_\_ NCES#: \_\_\_\_\_  
 School: \_\_\_\_\_ NCES#: \_\_\_\_\_  
 Grades Served: \_\_\_\_\_  
 Number of students: \_\_\_\_\_

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

Needs Assessment Process	List Data Analyzed	Major Findings

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

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**APPENDIX B: TURNAROUND MODEL**

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

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

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

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

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

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

**APPENDIX B: TURNAROUND MODEL**

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

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

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

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APPENDIX B: RESTART MODEL

LEA Implementation Plan for the Restart Model

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

LEA: \_\_\_\_\_ NCES#: \_\_\_\_\_  
School: \_\_\_\_\_ NCES#: \_\_\_\_\_  
Grades Served: \_\_\_\_\_  
Number of students: \_\_\_\_\_

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

Needs Assessment Process	List Data Analyzed	Major Findings

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

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**APPENDIX B: RESTART MODEL**

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

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

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

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

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

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

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

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

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APPENDIX B: CLOSURE MODEL

LEA Implementation Plan for the Closure Model

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

LEA: \_\_\_\_\_ NCES#: \_\_\_\_\_  
School: \_\_\_\_\_ NCES#: \_\_\_\_\_  
Grades Served: \_\_\_\_\_  
Number of students: \_\_\_\_\_

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

Needs Assessment Process	List Data Analyzed	Major Findings

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

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**APPENDIX B: CLOSURE MODEL**

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

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

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

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

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

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

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

**APPENDIX B: TRANSFORMATION MODEL**

**LEA Implementation Plan for the Transformation Model**

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

**LEA:** George Junior Republic UFSD \_\_\_\_\_  
**NCES#:** 3615030 \_\_\_\_\_

**School:** George Junior Republic UFSD \_\_\_\_\_  
**NCES#:** 3615030 \_\_\_\_\_  
**Grades Served:** 7 to 12 \_\_\_\_\_  
**Number of students:** 208 \_\_\_\_\_

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

Needs Assessment Process	List Data Analyzed	Major Findings
The recommendations of the JiT review written report was received June 27, 2011.	I. Curriculum Documents	<b>I. Curriculum Documents</b> <ul style="list-style-type: none"> <li>• Curriculum needs to focus on literacy needs of students who are not at grade level. Lesson plans and unit designs were found to lack rigor. The tasks were often below grade level and expectations for</li> </ul>

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		<p>students work were below grade level.</p> <ul style="list-style-type: none"> <li>• District does not have content specialist/department chairs.</li> <li>• District needs a comprehensive revision of its curriculum, ensuring alignment with the Common Core.</li> <li>• District needs a writing program</li> </ul>
	<p><b>II. Teaching and Learning</b> Most students did not meet State standards on NYS ELA and Math assessments.</p> <ul style="list-style-type: none"> <li>• 11% scored at level 3 or 4 on the NYS assessment for ELA grade 7.</li> <li>• 3% scored at level 3 or 4 grade 8.</li> <li>• 0% scored at level 3 or 4 on NYS assessment for Math grade 7.</li> <li>• 0% scored at level 3 or 4 on Math grade 8.</li> </ul>	<p><b>II. Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• There is limited evidence of differentiated instruction for students.</li> <li>• Teachers did not use higher level thinking questioning skills.</li> <li>• District does not have a uniform grading policy.</li> <li>• District does not have consistent rubrics for evaluating student work.</li> <li>• Not all teachers display effective use of technology.</li> <li>• District needs to employ certified teaching assistants to promote skilled unified instructional practices.</li> <li>• District needs to provide comprehensive training for teacher and teacher assistants to maximize effective use of time and materials.</li> <li>• Program support in the form of an additional Math certified teacher is</li> </ul>

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		necessary. •
	<b>III. School Leadership</b>	<b>III. School Leadership</b> <ul style="list-style-type: none"> <li>• There was little evidence that the administration was ensuring that teacher planning time was used for the improvement of student learning.</li> <li>• There was little evidence that the school leader provided feedback about instruction and curriculum.</li> </ul>
	<b>IV. Infrastructure for Student Success</b>	<b>IV. Infrastructure for Student Success</b> <ul style="list-style-type: none"> <li>• There was minimal evidence that resource rooms were used to provide academic support. Resource rooms were used as study halls and not for instructional support.</li> <li>• Teacher Aides are covering classrooms while teachers are addressing behavior issues with students in counseling rooms.</li> <li>• Master schedule did not indicate that the required hours of instructional time was being provided for all students.</li> </ul>
	<b>V. Collection, Analysis and Utilization Data</b>	<b>V. Collection, Analysis and Utilization Data</b> <ul style="list-style-type: none"> <li>• There was minimal evidence that attention is given to using data to</li> </ul>

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		<p>guide instructional practice.</p> <ul style="list-style-type: none"> <li>• Teachers made mention of STAR as a method for measuring student progress in reading and mathematics. Very few made reference to using this data to guide their instruction.</li> </ul>
	<p><b>VI. Professional Development</b></p>	<p><b>VI. Professional Development</b></p> <ul style="list-style-type: none"> <li>• There is little evidence of modeling for teachers, coaching, and analysis of evidence and data to demonstrate progress.</li> <li>• It was not evident in all areas that staff is held accountable for incorporating strategies learned in professional development (ie. use of technology, formative assessment, curriculum mapping, etc...)</li> <li>• The District offers ample staff development opportunities, but teacher aides /assistants are not mandated to attend.</li> <li>• There is little evidence of PD for school leaders to increase their understanding of effective instruction, the new Common Core standards, the use of data and the use of technology.</li> </ul>

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

The implementation of the Transformation Model will allow the District to:

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1. Modify the school day program and school year to increase learning time. This was instituted at the beginning of the 2011/12 school year.

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2. Institute job embedded professional development through utilization of literacy, mathematics, and data coaches. Coaches will work to improve the rigor and quality of the curriculum, and ensure the fidelity of implementation across grades and subject areas. They will coach teachers in using the information generated by the formative and summative assessment systems currently in place to target and individualize instructional approaches to positively impact student achievement. With support from Scholastic Inc., Renaissance Learning, and the May Institute, coaches will work with proposed department heads to revamp ELA, math, science and social studies curricula over the three year project period providing sustained and intensive professional development in their implementation.

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3. Ensure targeted professional development in the areas of:

- Differentiated delivery of instruction geared to meet the needs of each student,
- Utilization of Formative Assessment (FA) and summative assessment
- The use of technology for instructional augmentation and data development

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4. Teacher aides will become certified teaching assistants in order to better support classroom instruction and learning.

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5. Train staff to interpret and utilize student performance data and mandate use of data to inform instruction.

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6. Intensify, target and mandate professional development for staff in all identified needs areas to address instructional weaknesses. Staff will receive training specific in developing instructional lessons that address student-specific skills in the targeted areas of reading, math and writing. Using the data collected from Renaissance Learning, STAR Reading and Math assessments, Scholastic products, Woodcock Johnson achievement testing as well as other computer based assessments, teachers will have data on specific

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instructional targets relative to these instructional areas. Teachers will receive support through external specialists as well as internal coaches on how to effectively instruct these areas.

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7. Develop an accountability system that fully implements all of the provision of Education Law section 3012-c that will be applicable in the 2011/12 school year. This process is nearing completion with full implementation expected for the 2012-13 school year.

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8. The grant enhanced Administrative team will be better equipped to ensure staff are held accountable for incorporating strategies learned in professional development. Administrators will insure teachers effectively apply acquired strategies to improve instruction. They will work with teachers to develop professional goals that focus on student performance. Administrators will have follow up dialogues to monitor progress towards achieving their goals.

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9. The District must focus on the development of curriculum in all core areas and ensure that they are clearly aligned with the New York State learning standards and the new Common Core State Standards for English Language Arts and Mathematics.

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The District will develop sequencing and pacing guides.

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10. Teachers need to work with literacy and mathematics coaches to continue to refine curricular focus in the core areas of ELA and Math.

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11. Instructional coaches will support teachers in strengthening their instructional practices and deepening their content knowledge through job-embedded professional development. Using student data and data collected during expanded walkthroughs, building administration and district level staff will identify areas of need for each teacher. Coaching sessions will then be individualized based on this data (hours vary according to teacher needs).

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- The full-time, onsite, mathematics coach will support teachers by deepening their content knowledge and improving their instructional delivery of mathematical content.

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- A full-time, onsite, literacy coach will support teachers by deepening their content knowledge, improving their instructional delivery, and by helping them infuse literacy across all curricular areas.
  - A full time data coach will provide onsite training and support for teachers by promoting the continual use of progress monitoring data to inform instructional practices.
12. Three full time teaching assistants will be added to provide depth to the instructional staff, allowing teachers and coaches time to review student work and achievement data, collaboratively plan, test and adjust instructional strategies, participate in collaborative coaching meetings, IEP conferences and professional development offerings. All teaching assistants will be trained and mentored within the District allowing for consistent delivery and no lost instructional time.
  12. Teachers will be informed regarding school improvement activities at ongoing faculty meetings, at department meetings and at team meetings. Over the course of year 1, teachers will be experiencing the new initiatives, using them in their decision making throughout the school year with greater amounts of support. New approaches will be reviewed with the internal coaches during specific coach’s training provided by external specialists. Then, internal coaches and external specialists will provide training and ongoing support to the staff throughout the year. This will continue as cohesiveness develops on the part of coaches and staff in year 2. Much of the support by external specialists in year 3 will focus on how to best sustain these supports and more significant problem solving approaches beyond the years of the grant.
  - 13.

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**APPENDIX B: TRANSFORMATION MODEL**

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

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

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Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
<b>Required Activities: <u>Developing and increasing teacher and school leader effectiveness</u></b>			
Replace the principal who led the school prior to commencement of the transformation model	Principal will be replaced.	<b>Search/ Recruitment consultant will be hired.</b> No later than September 1, 2012.	<b>Consultant fee of \$3,000.</b> Cost of Principal stipend for achievement discussed later.
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; <u>Note:</u> LEAs can demonstrate	The District has developed APPR compliant evaluations for the teaching staff and Principal. The collective bargaining group is committed to this effort.  The Principal will perform two classroom observations annually.  The Strategic Implementation Manager will also perform one classroom observation annually.	APPR compliant evaluations have been developed and agreed to by the bargaining unit.      Formal observations will begin during the month of October in each school year.	No added cost to the District.          No added cost to the District.

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<b>Action Required By Transformation Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
<p>commitment through developing teacher evaluations that are based on a significant percentage of student growth in achievement.. “Significant” will be defined pursuant to NY’s Round 1 and, if submitted, Round 2 Race to the Top applications.</p>			
<p>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p>Instructional staff collective bargaining agreement expires June 30, 2011. Incentives for this group to be negotiated as part of an MOU annually.</p> <p>Non-instructional staff will be given incentives to complete teaching assistant certification with expectation of Level I attainment by end of year 1.</p> <p>Principal will be provided a stipend annually on reaching</p>	<ul style="list-style-type: none"> <li>• Collectively bargained staff – years 1 through 3.</li> <li>• Teacher Aides receive \$450 in year 1 of grant as an incentive to complete certification plus cost of application and testing enhancement.</li> <li>• Principal to receive \$5,000 stipend annually based on</li> </ul>	<ul style="list-style-type: none"> <li>• To be determined</li> <li>• \$23,252 for attainment incentive and associated attainment costs in Year 1; estimated \$2,250 in Years 2 and Year 3.</li> <li>• \$5,000 annually.</li> </ul>

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Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
	<p>measured levels of improvement.</p> <p><b>All teachers who receive “highly effective” status as determined by their annual professional performance review will receive a \$1,000 stipend. The District feels this incentive is sustainable beyond the grant years due to the enrollment increases anticipated as discussed on page 16 of the grant application. Teachers who have failed after ample opportunities have been provided to improve their professional practice will be removed, with tenured teachers’ removal being in accordance with 3020a proceedings.</b></p>	<p>reaching achievement milestones.</p> <ul style="list-style-type: none"> <li>• <b>Teachers who rate as highly effective on their annual professional performance review will receive a stipend annually.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>\$1,000 per teacher annually.</b></li> </ul>

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<b>Action Required By Transformation Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time</b>	<b>Description of costs associated with the action (description should align with budget narrative and budget provided for grant)</b>
<p>Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</p>	<p>Ongoing professional development in:</p> <ul style="list-style-type: none"> <li>• Differentiate instruction,</li> <li>• Formative Assessment (FA),</li> <li>• Multi-tiered Systems of Support for Improving Academic and Behavioral Outcomes (May Institute)</li> <li>• the use of technology for instructional augmentation and data utilization for focused effort based on individual need,</li> </ul>	<p>2012/13 through 2014/15 school years</p> <p>2012/13 through 2014/15 school years</p> <p>Instruction: 2012/13 Implementation and sharing of “best practices” 2012-2015</p>	<p>Professional Development Year 1 = \$212,271 Year 2 = \$101,953 Year 3 = \$ 94,230</p> <p>Year 1: \$90,000 Year 2: \$90,000 Year 3: \$64,000</p>

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	<ul style="list-style-type: none"> <li>• individualized coaching time for identifying, addressing, and improving instructional delivery techniques,</li> <li>• collaborative meetings for subject area curricular improvement and core curricular changes</li> </ul>	<p>2012 to 2015 Coaches will serve as train-the-trainers and will ensure sustainability of activities beyond the 3 year grant period.</p> <p>2012-2015</p>	<p>Literacy Coach Year 1 = \$77,008 Year 2 = \$79,797 Year 3 = \$83,161</p> <p>Math Coach Year 1 = \$77,008 Year 2 = \$79,797 Year 3 = \$83,161</p>
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>	<ul style="list-style-type: none"> <li>• Teachers will be compensated for their participation in extended day professional development.</li> <li>• Creation of content area specialists/department head status as stipend opportunities for professional growth.</li> </ul>	<p>2012-2015</p> <p>2012-2015</p> <p>2012-2015</p>	<p>Year 1: \$24,603 Year 2: \$25,478 Year 3: \$26,561</p> <p>Year 1: \$17,160 Year 2: \$17,770 Year 3: \$18,526</p> <p>Year 1: \$12,257</p>

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	<ul style="list-style-type: none"> <li>• Need for ongoing curriculum writing to meet core curriculum changes will again provide stipended opportunities for professional growth.</li> </ul>		Year 2: \$12,693 Year 3: \$13,233
Permissible Activities: <u>Developing and increasing teacher and school leader effectiveness</u>			
Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school	<ul style="list-style-type: none"> <li>• See incentives previously discussed.</li> <li>• This must be handled through collective bargaining process for individuals represented.</li> <li>• Attainment of Teaching Assistant status augments compensation for this group, and will</li> </ul>	2012-2015	Costs included previously.

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	and teacher growth. (See additional duties below.)		Year 3 = \$83,161
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	Not applicable, District has a single school program. There are no transferred staff from other school buildings.  Teachers will be evaluated annually for continued service with the District.	Evaluations will be completed by May 31 <sup>st</sup> of each year.	No added cost.
<b>Required Activities: <u>Comprehensive instructional reform strategies</u></b>			
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	The District will commit to a 10% academic performance increase on State Assessments. This will be based on NYSED data resources identifying a baseline as derived from performance of each student at the preceding grade in prior year placement. Data from multiple databases will be examined including data	2012-2015	No additional costs beyond Data coach previously shown.

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	warehouse, Regional Information Center, combined with the insights from the JIT report, to give an accurate picture of GJR UFSD's needs and provide the basis for action planning.		
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	<ul style="list-style-type: none"> <li>• Teachers will analyze student work and plan for targeted intervention instruction.</li> <li>• Administer formative, interim and summative assessments to monitor student progress and inform instruction. Examples include NYS ELA &amp; Mathematic assessments, STAR Reading and STAR Math, Woodcock-Johnson battery, Scholastic READ 180 and Scholastic Fastt</li> </ul>	<p>2012-2015</p> <p>2012-2015</p>	<p>No additional cost.</p> <p>No additional cost.</p>

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	<p>Math and local assessments.</p> <ul style="list-style-type: none"> <li>• The Data Coach will collect test scores from State Assessments from prior placements within the first 10 days of each student enrollment whenever possible.</li> <li>• Data Coach will have the expertise to guide the ELA and Math coaches in the development of goals and outcomes to provide direction to the classroom teachers. The Data Coach will model, train and support the use of data to improve instructional practice.</li> </ul>	2012-2015	Cost disclosed previously.
<b>Permissible Activities:</b> <u>Comprehensive instructional reform strategies</u>			
Conducting periodic reviews to ensure that the curriculum is	Administrative staff, coaches and department heads will	2012 and subsequently to ensure that curriculum is being	Cost disclosed previously.

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being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective	perform walkthroughs, observations and evaluations. This data will be used to inform instruction and professional development.	implemented with fidelity.	
Implementing a school wide “response-to-intervention” model	<ul style="list-style-type: none"> <li>• District will use ongoing data analysis to provide instructors with information regarding student progress so they will receive appropriate interventions.</li> </ul>	2012-2015	No additional cost.
	<ul style="list-style-type: none"> <li>• District will be working with the May Institute to implement appropriate instructional interventions</li> </ul>	2012-2015	Cost disclosed previously.
	<ul style="list-style-type: none"> <li>• Guidance department will work with students’ previous districts to capture existing student data to help District</li> </ul>	2012-2015	No additional cost.

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	implement appropriate instructional interventions for our transient population; thus minimizing lost instructional time.		
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	<ul style="list-style-type: none"> <li>• District will provide staff development in Differentiated Instruction.</li> <li>• 75% of the student body are classified as student with a disability. The professional development to be provided by the May Institute will incorporate best practices to support these students to improve student engagement and pro-social skills so as to increase the amount of</li> </ul>	<p>2012-2013</p> <p>2012-2015</p>	Cost previously noted.

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	time they are in class and on task.		
Using and integrating technology-based supports and interventions as part of the instructional program	Continue implementation and maximize the impact of Scholastic and Renaissance Learning software programs and Mimio interactive teaching technologies (interactive white boards) which were installed previously utilizing Title I federal funds. Instructional staff will receive training in the effective use of technology in lesson planning and delivery to enhance student achievement. Teachers will receive training in data collection and mapping to inform instruction.	2012-2015  Software and Mimio interactive teaching technologies previously funded through Title I grant allocation.  Through utilization of previously purchased technologies in conjunction with training and analysis provided by proposed Data coach.	Year 1: Equipment necessary to enhance job-embedded professional development. 3 laptop computers = \$6,000 3 printers = \$750.00  Professional development costs and cost of Data coach previously noted.
In secondary schools-- Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or	Hire a math coach to provide intensive math intervention strategies for grades 7-8, and advanced coursework for progressing students.	Math coach hired in year 1; utilized for the duration of the grant.	Cost previously noted.

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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;			
In secondary schools-- Improving student transition from middle to high school through summer transition programs or freshman academies	District does not currently segregate middle school from high school.		
In secondary schools-- Increasing graduation rates	The District will continue to provide opportunities for credit	Credit recovery is enhanced by the ability to fast-track student	Ongoing effort within current school structure; no cost

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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	recovery, 6:1:1 class environment, and acceleration of basic reading and mathematic skills through the addition of enhanced rigorous curriculum.	performance assessments and provide targeted interventions allowing students to make up for lost academic time experienced prior to enrollment.	assigned.
In secondary schools-- Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate	Due to the transient nature of our student population, the District must continue to use a robust set of formative assessments to provide critical and timely information used in determining appropriate instructional placements for students.	All students will participate in STAR reading and STAR Math assessments within 10 days of enrollment. All students will receive achievement testing within the first 30 days of enrollment.	Ongoing effort within current school structure; no cost assigned.
<b>Required Activities: <u>Increasing learning time and creating community-oriented schools</u></b>			
Establish schedules and strategies that provide increased learning time	The instructional day has been extended to allow for focused, mandated class time designed to address deficiencies in 7 & 8 <sup>th</sup> grade ELA and Math skills.	Instituted for the 2011/12 school year to be carried throughout the grant period.	Initial implementation of the extended school day was absorbed into the District's operating budget. Costs of Math, ELA and Data coaches

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	All 7 <sup>th</sup> and 8 <sup>th</sup> grade students will be assigned a daily 45 minute math and ELA lab. The effectiveness of this lab time is envisioned to be enhanced by the addition of the Math, ELA and Data coaches. These content area specialists will collaboratively work with teachers to develop and implement targeted instructional practices tailored to each student's current level.		and associated professional development previously noted.
Provide ongoing mechanisms for family and community engagement	The District experiences limited family and community engagement due to distance from school as students are placed with the residential agency from 47 different counties and multiple different school districts within the state. Further, all but approximately 10% of our students are placed via county department of social services or family courts. While	2012/13 through 2014/15	Ongoing effort. No cost assigned.

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	<p>in most cases parents are included within the county or family court constructed plan of returning to home after successful participation in our residential program, the county or family court becomes the legal custodian for the student during placement. County caseworkers are assigned to participate intimately in all aspects of treatment provided to the student, including educational goals and objectives. These individuals follow mandated contact requirements with residential agency personnel and school personnel including participation in Unified Case Reviews, planning conferences and CSE meetings where academic goals are established and achievements are reviewed, but it needs to be clearly</p>		

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	<p>understood these meetings involve the entire treatment program, of which educational progress are only a single aspect of. Our history consistently demonstrates longer lengths of stay allow for the management of behavioral issues to be established allowing students to participate individually to the greatest extent possible in the academic program. The Superintendent will continue to advocate for longer lengths of stay and discharge planning coordinated with transitional approaches back to home districts that best serve the student.</p> <p>Many students have little support of parents due to family characteristics and distance. 81% come from single parent families, 59% of parents are</p>		

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	abusive or addicted to drugs, 36% of parents have a history of incarceration.		
<b>Permissible Activities: <u>Increasing learning time and creating community-oriented schools</u></b>			
Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs	The school is placed on the grounds of an OCFS licensed residential facility that provides social and emotional support via full time social worker and medical services 365 days with appropriate personnel available at all times. The Agency is committed to providing services to some of our State's most at-risk children. The residential program was enhanced during the 2011-2012 school year to provide treatment and educational services for two additional underserved populations. An intensive program was instituted for students who abuse or suffer from substance addiction, and a	2012/13 through 2014/15  The District's work with the Agency would be implemented consistently throughout the three-year grant period.	No added cost to the District.

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	program for severely emotionally disturbed girls was started in December 2011. The District will continue to partner with The William George Agency in an effort to meet our students' social, emotional, and health needs.		
Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff	Relationship building between students, faculty and staff occurs as a result of 6:1:1 class size that accommodates individual, small-group, and classroom based guidance to students. Students are grouped into teams. Teachers have common team planning periods to meet and discuss student achievement outcomes, student behavior and effective interventions. Each team works with a maximum of 24 students allowing for in-depth knowledge of student performance and student needs.	2012-2015  District Guidance Counselor will meet with students, parents, faculty and Agency staff to provide information and in-service around such topics as course requirements, high school graduation requirements, and military and college admissions requirements.	No additional cost

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	The District’s full-time guidance counselor will continue to support students with transition planning and career planning. She will work with students and teachers to ensure that all students are placed appropriately upon admission and into appropriate school programs when they leave the District.	Guidance Counselor will coordinate the preparation and dissemination of the student’s “discharge packet.” Packet will include extensive information regarding the student’s needs, abilities and response to intervention.	
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	The school has a sophisticated and detailed approach to including staff and students in giving evaluation and feedback on a monthly basis. This data is derived from performance in academics, living residence, recreation and vocational programs. The District will continue to actively participate in the group level system with fidelity to monitor behavioral and academic student progress.	2012-2015 Successes in the system described are celebrated at a whole school quarterly luncheon where awards are given. This happens currently and is found to be very effective. The positive atmosphere of the school was recognized by the JiT team during their 2011 visit.	No added cost to the District.

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	Student privileges and residential weekly allowances provide incentives for growth.		
Expanding the school program to offer full-day kindergarten or pre-kindergarten	Not applicable, District serves student in grades 7-12.		
<b>Required Activities: Providing operational flexibility and sustained support</b>			
Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	<p>The school has been identified as deficient in 7<sup>th</sup> &amp; 8<sup>th</sup> grade Math and ELA state assessment performance. The instructional day has been extended to allow for focused, mandated class time designed to address deficiencies in 7 &amp; 8<sup>th</sup> grade ELA and Math skills. All 7<sup>th</sup> and 8<sup>th</sup> grade students will be assigned a daily 45 minute math and ELA lab.</p> <p>It is the District's goal to provide a comprehensive approach to improve student achievement outcomes for the</p>	Extension of the academic day was instituted at the beginning of the 2011/12 school year.	Cost to extend instructional time was incorporated into the operating budget.

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	limited time students are placed in our district. Instructional program budgeting flexibility is present in the District, but limited to the extent permissible by NYS Rate Setting methodology. Rate methodology is established annually by SED without District input.		
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)	Activities the District will carry out to support implementation of the Transformation Model were presented in Section B “Descriptive Information”. These include hiring additional staff positions to create a solid infrastructure for implementation of the Transformation Model’s programs and practices, and providing ongoing support for planning, monitoring and implementation.		
<b>Permissible Activities: <u>Providing operational flexibility and sustained support</u></b>			

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Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA	School charter is based in legislative action of the NYS Legislature. New governance would not be a district level decision.		
Implementing a per-pupil school-based budget formula that is weighted based on student needs	NYS Rate setting system is based on a per diem expense methodology. No further consideration is provided within the rate setting system for individualized academic needs of the student beyond what is possible in district level budgeting.		
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	External partners are being investigated including Cornell University and Tompkins Cortland Community College. Additionally the Tompkins-Seneca-Tioga BOCES will be central in providing training and technical support as well as employee recruitment assistance.		

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**APPENDIX B: TRANSFORMATION MODEL**

Cost of Implementation of Model (over 3 years)	Amount of 1003(g) funds LEA will allocate to school	Amount of additional funds, to be provided by other sources, LEA will allocate to school
\$2,992,347	\$2,917,347	\$75,000

**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.** Title I D funding for staff development to the extent portrayed within the grant only.

**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.**

None anticipated.

**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 enter into a new collective bargaining agreement with the instructional group. The new Annual Professional Performance Review forms will be negotiated with all appropriate groups and presented to the Board of Education for acceptance.

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Changes to work day (extended) and additional professional development time will have to be negotiated with the bargaining group and approved by the Board of Education. Any focused compensation beyond these considerations will require a memorandum of understanding between the District and the bargaining group.

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**BUDGET NARRATIVE: SCHOOL LEVEL ACTIVITIES FOR TIER I AND II**

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

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

List of Schools implementing model:

School Name	NCES #:	Tier I	Tier II
George Junior Republic Union Free School District	3615030		X

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Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-implementation	Year 1- Full Implementation	Year 2	Year 3	Pre-implementation	Year 1- Full Implementation	Year 2	Year 3	
Professional Staff	<b>NOTE: Staff proposed here are 11 month positions, serving 10 month school year and Summer school programs.</b>									
	1 FTE Literacy Coach;		53,454	55,057	56,709					165,220
	1 FTE Math Coach;		53,454	55,057	56,709					165,220
	1 FTE Data Coach;									
	Professional Development attendance for: Differentiated Instruction, Formative Assessment, Technology Instruction and extended school day;		53,454	55,057	56,709					165,220
			174,633	85,801	80,922					341,355

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Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-implementation	Year 1- Full Implementation	Year 2	Year 3	Pre-implementation	Year 1- Full Implementation	Year 2	Year 3	
	Content Area/Department Head Stipends		14,000	14,420	14,853					43,273
	Curriculum Writing Stipends		10,000	10,300	10,609					30,909
	Achievement incentive for new Principal		5,000	5,000	5,000					15,000
	“Highly Effective” achievement incentive for teaching staff		10,000	10,000	10,000					30,000

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Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-implementation	Year 1- Full Implementation	Year 2	Year 3	Pre-implementation	Year 1- Full Implementation	Year 2	Year 3	
Support Staff	<b>NOTE: Staff proposed here are 11 month positions, serving 10 month school year and Summer school programs.</b>									
	3 FTE Teaching Assistants;		76,006	78,286	80,635					234,927
	Incentive for Teacher Aides to certify as Teacher Assistants;		23,252	2,250	2,250					27,752
	Teacher Aide training in Formative Assessment		37,639	16,152	13,308					67,099
Purchased Services (Consultants)	Costs for consultants to provide Professional						25,000	25,000	25,000	75,000

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Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-implementation	Year 1- Full Implementation	Year 2	Year 3	Pre-implementation	Year 1- Full Implementation	Year 2	Year 3	
	Development to include: Differentiated Instruction, Formative Assessment, Technology Instruction.									
	Multi-tiered Systems of Support for Improving Academic Behavioral Outcomes-May Institute		90,000	90,000	64,000					244,000
	Materials for Teacher Aides to certify as Teacher Assistants		5,760	600	600					6,960
	Search/Recruitment consultant contract		3,000							3,000

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Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-implementation	Year 1- Full Implementation	Year 2	Year 3	Pre-implementation	Year 1- Full Implementation	Year 2	Year 3	
Supplies and Materials	Computer equipment for Math, Literacy and Data Coaches		6,750							6,750
Travel										
Employee Benefits			195,801	329,298	344,996					870,095
Equipment										
<b>Grand Total</b>			812,203	807,278	797,300		25,000	25,000	25,000	2,491,778

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

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

Category	Description of Budget Item	Proposed LEA allocation				Total Project Allocation
		Pre-implementation	Year 1- Full Implementation	Year 2	Year 3	
Professional Staff	1 FTE Assistant Superintendent (duties to incl. to be the Turnaround Officer and Strategic Implementation Manager of SIG Transformation model ).		113,300	116,699	119,999	349,998
	SIG Fiscal Compliance Officer		5,500	5,500	5,500	16,500
Support Staff						

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Category	Description of Budget Item	Proposed LEA allocation				Total Project Allocation
		Pre-implementation	Year 1- Full Implementation	Year 2	Year 3	
Purchased Services (Consultants)						
Supplies and Materials						
Travel						
Employee Benefits			42,574	44,353	47,144	134,071
Equipment						
<b>Grand Total</b>			161,374	166,552	172,643	500,569

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**BUDGET NARRATIVE: SCHOOL LEVEL ACTIVITIES FOR TIER III<sup>1</sup>**

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

List of Tier III schools the LEA proposes to serve:

School Name	NCES #:

Category	Description of Budget Item	Proposed LEA allocation			Other Federal or State allocations, determined by the LEA			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
Professional Staff								
Support Staff								
Purchased Services (Consultant)								
Supplies and Materials								
Travel								

<sup>1</sup> SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully.

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Category	Description of Budget Item	Proposed LEA allocation			Other Federal or State allocations, determined by the LEA			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
Employee Benefits								
Equipment								
<b>Grand Total</b>								

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**BUDGET NARRATIVE: LEA LEVEL ACTIVITIES FOR TIER III SCHOOLS<sup>2</sup>**

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

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

<sup>2</sup> SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully.

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

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

BEDS Code:

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Copy and use additional pages as necessary

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

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

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

1. Individuals Consulted	2. Individual’s Title <u>and</u> Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual’s Name (Print/Type)	President, GJR UFSD Teachers Organization	Face to Face Meeting, May 6, 2011	
Signature			
Individual’s Name (Print/Type)	CSE Chairperson/ School Psychologist	Face to Face meeting, May 6, 2011	
Signature			
Individual’s Name (Print/Type)	Curriculum Coordinator	Face to Face meeting, April 14, 2011	
Signature			

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**APPENDIX D: SUGGESTED LANGUAGE FOR COMMITMENT LETTER**

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

By no later than the end of the 2011-12 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 2012-13 school year and thereafter, including those provisions that must be implemented in accordance with locally developed procedures negotiated pursuant to the requirements of Article 14 of the Civil Service Law.

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**Statement of Assurances**

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

Federal Assurances and Certifications, General:

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

Federal Assurances and Certifications, NCLB (if appropriate):

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

- NCLB Assurances
- School Prayer Certification

**General Federal Assurances**

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

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

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**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

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

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

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

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

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

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

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**CERTIFICATIONS REGARDING LOBBYING**

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

**1. LOBBYING**

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

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

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

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

**Instructions for Certification**

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

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

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**Certification**

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

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

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**GENERAL EDUCATION PROVISIONS ACT ASSURANCES**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**SCHOOL PRAYER CERTIFICATION**

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