

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

**School Improvement Grants
Application**

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

Cover Page

LEA BEDS Code

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District: Mount Pleasant Cottage School Union Free School District	
Address: 1075 Broadway, PO Box 8 Pleasantville, New York 10570	
Contact Person: James Gaudette, Superintendent	Telephone: 914-769-0456 ext. 201
Address of Contact: Same as above	
E-mail Address: jgaudette@mail.mpcsny.org	Fax: 914-769-7853

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: James Gaudette

Date:

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General Information

Eligible Applicants

This grant is open to Local Education Agencies (LEA's) 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 LEA's 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.

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Models

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

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

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

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

Definitions

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

SEA - State Education Agency

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

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

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

- (1) Number of minutes within the school year;
- (2) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
- (3) Dropout rate;
- (4) Student attendance rate;

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

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

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

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

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

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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.

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/>

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- USDOE Guidance on School Improvement Grants, at:
<http://www2.ed.gov/programs/sif/faq.html>.

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

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

Application Format

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

1. Application Cover Sheet
2. Assurances and Waivers Form
3. Section A: Schools to be served list
4. Section B: Descriptive Information
5. Appendix A: Baseline Data- This must be completed for each school the LEA commits to serve
6. Appendix B: Model Implementation Form- This must be completed for each school the LEA commits to serve
7. Appendix C: Consultation and Collaboration Form
8. Appendix D: Suggested Language for Commitment Letter regarding Education Law 3012-c
9. Budget Narrative: School Level Activities
10. Budget Narrative: LEA Level Activities
11. Budget, FS-10

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

Application Submission Due Date

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

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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 school wide 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
MPCS		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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Needs Analysis and Capacity

Mount Pleasant Cottage School became a PLA school in the 2011-2012 school year based upon the 2009-2010 student performance. As part of this designation MPCs was eligible to apply for SIG funds. Since the current Superintendent began on July 2011 a choice of not to apply for SIG funds was made in large part because he did not have time to properly assess the schools capacity for change and consequently which intervention model would best serve the District. The decision was made to begin a dialectic process of instituting the change process while concurrently assessing the schools' cultural and structural capacity for improvement. The success or lack thereof will be the prime indicator of which of the four intervention models would most likely provide the highest level of success for the youth serviced in the Mount Pleasant Cottage School.

The main factors in this year's needs assessment which had direct impact on the choice of intervention model included: 1. the progress on addressing the Joint Intervention Team recommendations made after the April 26-27, 2011 visit. 2. the schools ability to complete the recommendations as articulated in the Network Teams Deliverables, Metrics and Evidence for school year 2011-2012, 3. progress on APPR negotiations and 4. the potential negative consequences of each model.

During 2011-2012 a focus on addressing the JIT, SED's Reform Agenda, IDEA compliance fiscal integrity and responsibility, and the development of a therapeutic environment was established. Significant progress in all areas was made. Specific indicators are presented in Appendix B of this grant.

Some additional indicators of progress made on the APPR, SED Deliverables and Joint Intervention Team Recommendations, as well as how MPCs intends to increase capacity and performance includes:

Status of collective bargaining agreements that support full implementation of model

- MPCsUFSD has an SED approved APPR plan on file.

Requiring Principals of PLA schools to complete training focused on strategies for implementation of chosen models.

- During the 2011-2012 school year, Principals participated in multiple trainings on the Marzano Teacher Causal Model and Effective Supervision. They also participated in the many Professional Development activities presented by the local Network Teams. We intend to build on this experience through continued training from Marzano's Research Laboratory to build effective supervision skills in the 9 (nine) high yield teaching strategies. In addition to the Marzano training the principal will be fully trained by Phi Delta Kappa as a certified Curriculum Auditor. The Principal will be provided with at least 3 additional off-site leadership training opportunities during the 2012-2013 school year specific to SED required supervision training for

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implementing the APPR.

Providing each teacher in PLA schools, 90 minutes of time dedicated to professional learning communities.

- During the 2011-2012 school year, the master schedule was created to provide all core teachers with 90 minutes of common planning time with the requirement to meet in PLC's. Professional Development was provided at the initial PLC meetings to assist embracing of the PLC culture. As the PLC's developed competence in collaborative curriculum planning, assessment creation, and grading, the process of using data informed inquiry was introduced to guide decision-making. Currently two 45 minute periods are reserved per week for each PLC to meet with one day devoted to curriculum development aligned to the Common Core and one day devoted to the use of data to inform instructional decision making and to support RTI.

Providing at least 10 days of site-based training each school year for all teachers in PLA schools.

- The 2012-2013 school calendar provides for 3 conference days and five 2-hour trainings full staff work sessions that will focus on building capacity to improve instruction and practice as well as the recommendations that we receive from the 2011-2012 Curriculum Audit which was provided in July of 2012. More specific direction will be developed by the teams trained in Curriculum Auditing process, PLC Leadership (one member of each PLC) and RTI committees. This process is required to ensure a Professional Development plan that concurrently responds to outside experts perceived needs and teachers' current self-assessment. Additional differentiated Professional Development will be established on an as needed basis for targeted groups of teachers through the multiple processes of principal assessment, organizational assessment and self-assessment.

Providing training to new teachers that join PLA schools after the implementation of the model has begun and throughout the three year grant period.

- In addition to the full site trainings mentioned previously, new teachers will receive an additional 3 two hour sessions during the school year and 2 summer work days to assist in their understanding of the Common Core, Marzano's Causal Teacher Model, the PLC core processes and data driven inquiry. Each teacher will also be assigned a mentor to assist in the development of a personalized learning plan.

Identifying partner organizations and the role that they will play in supporting implementation of a model.

- During the 2011-2012 school year Mount Pleasant Cottage School

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developed partnerships with Phi Delta Kappa to perform a Curriculum Audit, and to provide Professional Development for up to 10 MPCS staff.

- During the 2011-2012 we developed partnerships with Learning Sciences International and Marzano's Research Laboratory to provide Professional Development to our staff in effective teaching and to our principals' in effective supervision. We plan to continue those partnerships to develop our expertise in Marzano's teaching strategies and to integrate this learning with best practices in helping students achieve proficiency in meeting the Common Core State Standards.
- During the 2011-2012 school year we continued our partnership with the Special Education Technical Assistance Center of Putnam-Northern Westchester BOCES to focus on our implementation of PBIS, evidence based decision-making and intervention development. We plan to continue that relationship as we build our capacity to proactively address the multiple management and social needs our population exhibits.
- During the 2012-2013 school year we partnered with Atlas Learning to provide the database and search systems necessary to store and retrieve our written curriculum.
- During the 2012-2013 school year we partnered with Castle Learning to assist in the develop of assessment banks aligned with the Common Core and NYS standards.
- During the 2011-2012 school year we partnered with Southern Westchester and Putnam- Northern Westchester BOCES to provide full staff development in unpacking the Common Core and Assessment Strategies as well as a variety of targeted Professional Development activities designed by the Network Teams to build our capacity to address the New York State Reform Agenda. We plan to continue our partnership with these entities to assist in continuing capacity building and the development of expertise.
- During the 2011-2012 school year we partnered with the Lower Hudson Regional Information Center to provide training in :
 - Overview of Data Warehouse
 - Accessing and navigating the Level 1 and Level 2 reporting
 - Running and interpreting significant reports
 - Saving report views for others in different formats
 - How to use the data to inform instruction

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- How to use the data to address student strengths and weaknesses
- Custom Report Creation

Concurrently The Data Team Members attended 3 all day PD session
School Based Inquiry Training October, January and February at
PNWBOCES.

In addition we worked with LHRIC to create custom reports using relevant comparison data for our student population. One such custom report is designed to compare our students, who have all three indicators - minority, special education and low income to students in the Region who accurately have the same demographic profile. This report will accurately allow us to benchmark where our students are in relation to the Region and direct realistic academic goals, curriculum and professional development to meet the state requirements.

Conclusion and Model Choice

The entire district staff met the many difficult changes with the expedience, responsiveness and commitment necessary to make the dramatic cultural and structural shifts required to improve performance. Some preliminary indicators of change include:

- Board of Education and SED approval of building leader variance.
- Completing the Reform Agenda Deliverables.
- Analyzing all JIT recommendations and addressing the most critical issues.
- Embracing the PLC model and using it to improve governance, communication, collaboration and results.
- Systematically reducing the use of exclusionary methods to address our student non-compliant emotional disturbances which includes an elimination of the use of a time-out room to send students (in 2010-2011 this room shows 8107 incidents of use), elimination of the use of the in-school suspension and a significant reduction in out of school suspension (from 143 in 2010-2011 to 13 to date in 2011-2012). This has served to dramatically increase student learning time.
- Submission of an approved APPR.

Mount Pleasant Cottage School serves a high need student body consisting primarily of students' classified as emotionally disturbed with many also experiencing cognitive deficits. These challenges require staff with a variety of particular skills to safely manage a learning environment with high expectations. In addition, MPCS is a rate-based program which has experienced a 0% growth for the last three years with the expectation that we will be at 0% in the 2012-2013 school year as well. This financial reality makes our staff some of the lowest paid in Southern Westchester BOCES. These two factors combine to make recruitment and retention of staff a very difficult endeavor. Consequently the restart and turnaround model will be nearly impossible to re-staff. Since MPCS is the only school serving the residential students at JCCA's PCS campus, closure is not an option either.

When examining the 2011-2012 progress towards successful implementation of the JIT recommendations, along with the SED Deliverables during a time of declining resources,

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and taking into account our students' emotional and academic needs, as well as our current environmental and funding realities, it is clear that the **Transformational Model** provides the best chance for success at Mount Pleasant Cottage School.

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Section B: Descriptive Information (cont.)

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

Obstacles include:

NYS Rate Set Budget

MPCS is a school in a Special Act school district. As such, no funding is generated from a local constituency. Rather NYS sets the District rate annually with the bulk of District funding coming directly from tuition billing. Federal and State grant monies and those generated through competitive grants are the exception. Since the District has little to no control over state rate setting and given that we are in our fourth year of a 0% funding growth, there are not sufficient funds available to pay for mandated services required for our Special Education population. Since in excess of 90% of the students qualify for Special Education services as mandated by their IEP, the school and District have difficulty meeting their fiscal responsibilities. The State has awarded us a 0% rate increase for the past four years which is by all information going to continue. This coupled with rising uncontrollable costs, i.e. health care, salaries, fuel, retirement etc. has led to cut programs and positions, most notable the Assistant Superintendent for Curriculum and Instruction, an elementary principal, the Director of Instructional Technology, a secondary principal, and many support positions. Most recently, the school population has been reduced which has led to stresses on the budget. The District has made a \$1,800,000 budget cut for the 2011-2012 school year resulting in the loss of 19 District employees. The 2012-2013 school budget has a \$434,000.00 shortfall which will necessitate even more cuts to staff. Leadership and program positions have already been targeted for elimination stretching the few resources we have for change even thinner. If SED rates provided just a modest growth of 3% over these last three years these cuts to program would have been avoided.

Unique Population

The student population of MPCS is unique in many ways. The nature of this uniqueness presents varying challenges to meet success.

- 100% poverty rate
- 100% Special Education identified
- Short average length of stay (18 months average)
- Highly medicated (approximately 70%)
- Varied population i.e. DD, psychiatric, OCFS and GLTG
- Seriously academically deficient
- Varied degrees of social emotional disabilities/needs needed for success
- Need to be assessed using a growth model, but no appropriate instrument has been identified.
- Highly transient population with student often transferred in and out of hospital settings or going AWOL

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- Population is generated from the Jewish Child Care Association leaving the school with little for no control who or how many students are being served.

Difficulty Removing Ineffective Teachers

The current process of removing tenured staff is expensive and time consuming. Based upon information gathered from NYSSBA, the average cost of a 3020-a to the District is \$216,588. This process coupled with the plethora of liberal Hearing Officers creates a virtual no win for school districts trying to remove tenured staff with anything less than a felony conviction. Removing teachers for 2 years at ineffective ratings is still unproven as a realistic option. Subsequently we will focus our efforts on creating supports for teacher improvement.

Large Debt

Due to decades of ineffective and inequitable funding many Special Acts have had to incur large debt to provide mandated services for youth. Due to a combination of denied costs from the Division of Budget and ineffective financial decisions at the local level, debts were not able to be reduced through reconciliation billing and procedures as designed. The school currently holds a 2.4 million dollar debt resulting in over \$40,000.00 in interest payments annually. This takes much needed services from our children and continues to waste taxpayers' money as it is funneled to financial institutions. Any attempt to pay down the debt at this point will result in a per diem rate reduction and as such, penalize the school for prudent financial management. This situation is compounded by the fact that we are not allowed to carry a fund balance.

The chained events of poor funding, program/service cuts and poor student outcomes is a shared responsibility of the District, SED, RSU and DOB. It will take a coordinated effort to reverse the negative spiral.

Strategies for Overcoming Obstacles

NYS Rate Set Budget

We will engage SED and RSU in a full staffing review to provide the necessary funds to support our program without the need to offset expenditures required for FAPE with Federal Funds. We continue to advocate for appropriate funding to support the cost associated with SED mandates required by APPR, the shift to Common Core, and increased testing. A request has been presented to increase the current staffing standards allocation of .5 FTE curriculum coordinator to a 1.0 FTE position per school building.

We will continue to work with SED, RSU and DOB to request a modest upward adjustment to our rate. In the mean time we have begun to increase our number of day students providing relief to our budget and the ability to reinvest approximately \$500,000.00 back into our program. It should be noted that continuation of a 0% rate increase will place the sustainability of our current mandates at risk. To speculate that we could absorb additional costs that have been incurred by this grant is a disservice to the

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school district. Therefore we must use grant money as single seed solutions to build capacity and transform into a new state of operations. We cannot carry any re-occurring grant costs moving forward after the grant. In sum, all change efforts will require that the school re-organize for sustainability as opposed to requiring more funding. To this end, we have a plan for transforming our organization by addressing the replacement of the principals, attracting highly qualified candidates, rewarding staff for increasing student achievement and improving teacher effectiveness that can be sustained within our limited funding. In my research of the highest performing countries in terms of student outcomes, I was intrigued by the success of Finland. Finland embraced the need school reform to improve student outcomes when concurrently faced with the multiple factors of declining enrollment, declining resources, and increased attention to Special Education which are, coincidentally the very issues articulated in the “obstacle” section of this application. While Finland used many different approaches to school improvement, their leadership model provide the base for our approach. The distributed leadership model relies on school management and supervision which is a collaborative style and strategies that ensure the burdens of leadership do not rest on one set of shoulders. It serves to help ensure sustainability with succession by making the selection of a single leader less of a factor on total school performance. In sum, we plan to place attention on the practical approach to managing the methodical implementation of a distributed leadership approach as follows:

Under our current configuration we have 3 Principals for approximately 330 students. In the 2013-2014 school year, we will eliminate one principal position in order to comply with the minimum SED requirement of one principal per building. During the 2012-2013 school year, we will explore various curriculum management configurations and administrative structures. This information will help guide and inform the most efficient and effective management strategies including the positions of curriculum coordinator, school improvement manager, and executive principal. Grant money will be used in the first three years to strategically create curriculum writing and oversight functions, pilot highly efficient and effective school leadership and management practices while lobbying for staffing standard changes that would support funding the positions required to meet APPR regulations and sound curriculum management.

This transformational design moves toward a distributed leadership base while developing a coordinated curriculum management approach. MPCSUFSD is currently in possession of a signed Building Leader variance to provide flexibility in implementing a variety of management practices.

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Section B: Descriptive Information (cont.)

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

LEA level Activities for Tier I and II Schools

Type of Activity/Description	Timeline	Persons Responsible	Description of duties
Decide on 3 rd party provider for local 20% growth components of APPR	March 2012-April 2012	Superintendent Negotiating team	<ul style="list-style-type: none"> •Secure various approved assessments trial use •Compare instruments Request staff feedback •Update APPR as appropriate
Finalize and implement APPR	May 2012-July 2012	BOE Superintendent Negotiation Team Teachers Attorneys Commissioner of Ed.	<ul style="list-style-type: none"> •Refine agreed upon language •Secure attorney feedback •Send to Teachers' Assoc. for ratification •Send to BOE for approval •Send to Commissioner for approval
Purchase 3 rd party Assessment and Training	July-Sept 2012	Superintendent District Computer Specialist SIM (if hired)	<ul style="list-style-type: none"> • Finalize APPR agreement • Purchase assessment • Train staff •
Provide Professional Development on APPR to increase staff skill in	August 2012-June 2015	Superintendent PLC Leadership SIM	<ul style="list-style-type: none"> •Identify teacher needs •Locate and secure

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teaching strategies for Marzano, Literacy and math instruction across content, Data Inquiry, RTI		Principals	P.D. •Provide new staff training
PLC Leadership to review most recent School Report Card data and develop CEP	March 2012-July 2012	PLC Leadership Team	•Review School Report Card •Share observations with school •Develop CEP with input from staff •Distribute CEP and targeted goals to staff
Purchase hardware and software for AIS, Credit recovery, Hybrid Instructional Program, testing and curriculum mapping	August 2012	Superintendent Controller District Computer Specialist	• Negotiate contract with vendors
Conduct Curriculum Audit, train staff in curriculum writing, and auditing, develop meeting calendar, articulate roles, update, store, and monitor curriculum	May 2012-June 2015	Superintendent Principals Selected Staff	• Curriculum Audit • Curriculum Training • Appoint curriculum writing team • Appoint audit task
Rewrite organizational chart to articulate all job descriptions and to support a high efficiency management structure that can focus on curriculum, instruction, and students' emotional needs	Sept 2012-December 2012	Superintendent Board of Education	• Review curriculum audit recommendations • Define current required positions and research associated job descriptions • Provide Board of Education with appropriate resolutions to approve the organizational chart and corresponding job descriptions.

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Write and approve a curriculum management plan and update the curriculum accordingly	December 2012- May 2013	Superintendent	<ul style="list-style-type: none"> • Review best practices in curriculum management • Appoint curriculum writing team • Provide necessary resources and implementation calendar
Utilize APPR to establish differentiated PD and to provide Teacher Improvement Plans for ineffective teachers	Sept 2012-June 2015	Principals	<ul style="list-style-type: none"> • Monitor teacher effectiveness • Provide feedback • Create TIP as needed • Follow through on growth as needed
Develop interval assessment protocol	Sept 2012-June 2015	Principal Guidance Counselor Teachers RTI Committee	<ul style="list-style-type: none"> • Agree to 3rd party assessment and interim testing calendar • Interface with RTI committee
Create Data Inquiry and decision-making protocol to guide RTI, AIS=- instructional modifications, intervention development, monitor student progress	July 2012-June 2015	SIM Clinical Coordinator RTI Committee Superintendent Principal Teachers	<ul style="list-style-type: none"> • Analyze all core standards and corresponding assessment for each grade level – 7/1/12 • Identify the required skills and content knowledge in order to meet the NYS summative assessment – 12/1/12 • Develop Curriculum maps that include scope sequenced and activities required for the student to

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			<p>have the experiences to be prepared for success on those assessment – 1/15/13-6/30/13</p> <ul style="list-style-type: none"> • Develop interval assessment system which can be used by the teachers to develop the strategies needed to provide the appropriate intervention for student success – 12/1/12 • Develop comprehensive interventions 12/1/12 • Develop decision rules 12/1/12 • Monitor fidelity of program and intervention implementation – on-going
Improve school climate and time on task in classrooms	July 2012-June 2015	RTI Committees School Climate Committee Clinical Coordinator Principal SIM Deans	<ul style="list-style-type: none"> • Identify pro-social behaviors • Teach pro-social behaviors • Teach self-regulation skills • Implement PBIS and monitor • Develop comprehensive intervention repertoire • Develop fidelity checks

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Section B: Descriptive Information (cont.)

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

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Section B: Descriptive Information (cont.)

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

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

Goal #1		
Measure	Goal	Timeline
Goal #1		
K – 8 ELA Standard 1: Information and Understanding	Increase by 33% toward Region SPI Increase by 66% toward the Region SPI Meet the Region SPI	Year 1 Year 2 Year 3
K – 8 ELA Standard 2: Lit Response and Expression	Increase by 33% toward Region SPI Increase by 66% toward the Region SPI Meet the Region SPI	Year 1 Year 2 Year 3
K – 8 ELA Standard 3: Critical Analysis and Evaluation	Increase by 33% toward Region SPI Increase by 66% toward the Region SPI Meet the Region SPI	Year 1 Year 2 Year 3
K – 8 Math Standard 1: Number Sense/Operation	Increase by 33% toward Region SPI Increase by 66% toward the Region SPI Meet the Region SPI	Year 1 Year 2 Year 3
K – 8 Math Standard 2: Algebra	Increase by 33% toward Region SPI Increase by 66% toward the Region SPI Meet the Region SPI	Year 1 Year 2 Year 3
K – 8 Math Standard 3: Geometry	Increase by 33% toward Region SPI Increase by 66% toward the Region SPI Meet the Region SPI	Year 1 Year 2 Year 3
K – 5 Standard 4: Measurement	Increase by 33% toward Region SPI Increase by 66% toward the Region SPI	Year 1 Year 2

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	Meet the Region SPI	Year 3
Graduation Rate	Increase Graduation rate by 33% as measured by the Secondary Level Graduation Standard.	Year 1
	Increase Graduation rate by 66% as measured by the Secondary Level Graduation Standard.	Year 2
	Meet Graduation Rate as measured by the Secondary Level Graduation Standard.	Year 3
Credit Recovery	For students who come into the District credit deficient, we will close the gap toward chronological grade by 33% or 2 credits	Year 1
	For students who come into the District credit deficient, we will close the gap toward chronological grade by 33% or 2 credits	Year 2
	For students who come into the District credit deficient, we will close the gap toward chronological grade by 33% or 2 credits	Year 3
9th Grade	Increase course passing rate in ELA and Math by 33% as measured by student report card	Year 1
	Increase course passing rate in ELA and Math by 33% as measured by student report card	Year 2
	Increase course passing rate in ELA and Math by 33% as measured by student report card	Year 3

Since SED has not provided the information on students growth for our students, it is difficult to create benchmarks based upon student growth. Subsequently we have isolated the largest areas of concern in student needs based upon the most recent LHRIC customized report and internal analysis. Our ambitious goal is set to try to close the gap towards the regional median despite the fact that our population is considerably more needy. We intend to re-visit this process as SED is able to provide higher quality reports of student growth of student within similar demographics.

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2. Fully implement a comprehensive RTI approach which includes comprehensive AIS

- Analyze all core standards and corresponding assessment for each grade level
- Identify the required skills and content knowledge in order to meet the NYS summative assessment
- Develop Curriculum maps that include scope sequenced and activities required for the student to have the experiences to be prepared for success on those assessment
- Develop interval assessment system which can be used by the teachers to develop the strategies needed to provide the appropriate intervention for student success

Goals #2

Supervision

- All Administrators will be proficient in Marzano’s Effective Supervision and Instructional Rounds process.
- A schedule of regular classroom walkthrough by Administration will be established
- Begin to use data to monitor student progress to identify areas where students are not meeting the indicators
- Provide additional support to the classrooms and or programs and develop individual improvement plans for those students.
- Administration teams will identify teachers needing additional support based o the data and observations
- Involve Master Teachers in informal observation, mentoring, modeling and assistance.

Goal #3

Professional Development – will provide administrators and teacher with the tools necessary to improve student and achievement.

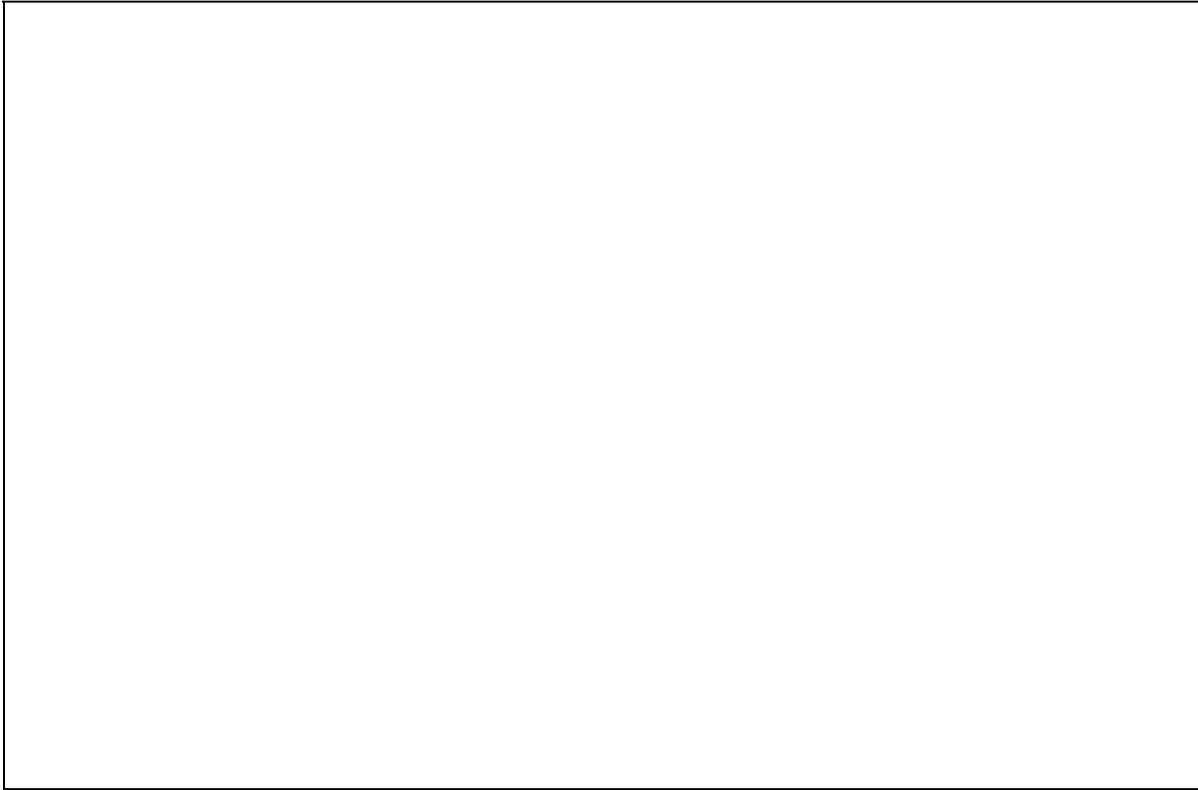
- School Administrators will participate in a minimum of forty (40) hours of professional development which include a focus on Marzano’s research of highly effective teaching strategies.

<u>Time</u>	<u>Topic</u>	<u>Percent Student Learning Gain Derived from Research</u>
Year 1	*Summarizing and note taking	34
	*Setting Objective and providing feedback	23
	*Reinforcing effort and providing recognition	29
Year 2	*Similarity and difference	45
	*Non linguistic representation	27
	*Cooperative learning	27
Year 3	*Homework and practice	28

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	*Generating and testing hypothesis	23
	*Cue, question and advanced organizer	22
	<ul style="list-style-type: none"> Professional staff will participate in a minimum of forty (40) hours of professional development which will include a focus on Marzano's research of highly effective teaching strategies 	
<u>Time</u>	<u>Topic</u>	<u>Percent Student Learning Gain Derived from Research</u>
Year 1	*Summarizing with note taking	34
	*Setting Objective and providing feedback	23
	*Reinforcing effort and providing recognition	29
Year 2	*Similarity and difference	45
	*Non linguistic representation	27
	*Cooperative learning	27
Year 3	*Homework and practice	28
	*Generating and testing hypothesis	23
	*Cue, question and advanced organizer	22
	•	

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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.

The following information meetings were held with relevant stakeholders after the school was identified as a PLA and throughout the JIT process and SIG development.

- District wide staff meeting led by Superintendent providing information about the school status as a PLA and the school improvement models – January 24, 2011 including JCCA staff as parent surrogate.
- Central Office Administration meetings January 11, February 7, March 7, April 4, 2011 to meet and discuss the JIT, the school SIG application and school initiatives, including Superintendent, Director of CSE, three principals, Director of Educational Technology
- Development of 2011-2012 CEP with CEP committee – representatives from all stakeholders February 15 and March 16, 2011. Including administrative teams, teacher, teaching assistants, aides and JCCA representation.
- Weekly K-8 School Improvement Team meetings with school principal regarding the PLA designation and resultant consequences and planning for the future – February 7, March 7, April 4 and May 3, 2011.
- JIT school visitation April 26th and 27th with follow-up meeting at Rockland BOCES on April 28th, 2011. The visit included dialogue with all stakeholders. Including administration, MPCSTA, JCCA representatives and individual interviews.
- SIG preparation meetings April 13, 20 and May 4, 6, and 11, 2011 with School Improvement Committee.
- Meetings with new Superintendent May 2nd and May 7th, 2011 to ensure shared vision.
- Conversation throughout the fall of 2011 with Roberto Reyes (Title I Officer) regarding the inability to properly access MPCS and make quality decisions regarding choosing the appropriate Intervention Model and for the SIG completion.

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- Provide professional development and review of curriculum audit results beginning July 2012 to current.
- Engaged Board of Education in discussion of Administrative re-organization, JIT finding and implementation monitoring, Curriculum Audit status, SED Reform Agenda implementation monitoring, PBIS and therapeutic environment implementation.

Development of PLC Leadership team charged with review of 2010-2011 School Report Card data and development of 2012-2013 CEP.

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Section B: Descriptive Information (cont.)

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

LEA level Activities for Tier III Schools

Type of Activity/Description	Timeline	Persons Responsible	Description of duties

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

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Section B: Descriptive Information (cont.)

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

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

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

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APPENDIX A: BASELINE DATA

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

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

School: Mount Pleasant Cottage School NCES#: 3608470 Grades Served: K-12 Number of students:228 Model to be implemented: Transformation																						
Achievement Indicators	2009-2010																					
AYP status	Did not meet AYP for all students. Made Safe harbor for African American and Hispanic																					
Which AYP targets the school met and missed	Missed all																					
School improvement status	Restructuring (advanced) Comprehensive																					
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	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Grade</th> <th style="text-align: center;">ELA</th> <th style="text-align: center;">Math</th> </tr> </thead> <tbody> <tr> <td>3</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>4</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>5</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>6</td> <td style="text-align: center;">14.29%</td> <td style="text-align: center;">11.11%</td> </tr> <tr> <td>7</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>8</td> <td style="text-align: center;">7.69%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table>	Grade	ELA	Math	3	50%	50%	4	25%	25%	5	25%	0%	6	14.29%	11.11%	7	0%	0%	8	7.69%	0%
Grade	ELA	Math																				
3	50%	50%																				
4	25%	25%																				
5	25%	0%																				
6	14.29%	11.11%																				
7	0%	0%																				
8	7.69%	0%																				
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*	Student numbers are statistically insignificant and therefore are not calculated on School Report Card																					

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School: Mount Pleasant Cottage School NCES#: 3608470 Grades Served: K-12 Number of students:228 Model to be implemented: Transformation	
Achievement Indicators	2009-2010
Percentage of limited English proficient students who attain English language proficiency	N/A We have no LEP students
Graduation rate	23%
College enrollment rates / Achievement	N/A Due to student population we are unable to collect the data.

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APPENDIX A: BASELINE DATA (cont.)

School: Mount Pleasant Cottage School NCES#: 3608470 Grades Served: K-12 Number of students:228 Model to be implemented: Transformation	
Leading Indicators	2009-2010
Number of minutes within the school year*	63,000
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	Unavailable – Student numbers are statistically insignificant and therefore are not computed in State Report Cards.
Dropout rate	N/A - We do not compute drop-out rate as student returns to their home districts upon discharge.
Student attendance rate	94%
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes*	N/A – Due to student population these courses are not offered.
Discipline incidents	72 (10/11 VADIR report)
Truants	N/A - For the 2009/2010 school year our student management system did not differentiate between excused and unexcused absences. -
Distribution of teachers by performance level on LEA's teacher evaluation system	N/A – The four performance levels were not negotiated at this

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	time.
Teacher attendance rate*	93.23%

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APPENDIX B: TURNAROUND MODEL

LEA Implementation Plan for the Turnaround Model

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

LEA: _____ **NCES#:** _____

School: _____ **NCES#:** _____

Grades Served: _____

Number of students: _____

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

Needs Assessment Process	List Data Analyzed	Major Findings

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

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APPENDIX B: TURNAROUND MODEL

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

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

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

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

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

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

APPENDIX B: TURNAROUND MODEL

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

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

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

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APPENDIX B: RESTART MODEL

LEA Implementation Plan for the Restart Model

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

LEA: _____ **NCES#:** _____

School: _____ **NCES#:** _____

Grades Served: _____

Number of students: _____

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

Needs Assessment Process	List Data Analyzed	Major Findings

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

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APPENDIX B: RESTART MODEL

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

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

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

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

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

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

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

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

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APPENDIX B: CLOSURE MODEL

LEA Implementation Plan for the Closure Model

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

LEA: _____ **NCES#:** _____

School: _____ **NCES#:** _____

Grades Served: _____

Number of students: _____

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

Needs Assessment Process	List Data Analyzed	Major Findings

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

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

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

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

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

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

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

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

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APPENDIX B: TRANSFORMATION MODEL

LEA Implementation Plan for the Transformation Model

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

LEA: Mount Pleasant Cottage School Union Free School District NCES#: 3608470

School: Mount Pleasant Cottage School NCES#: _____
Grades Served: K-12
Number of students: 228

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
Joint Intervention Team Report	Key school evidence documents as identified by NYSED and recommended for the JIT review process	Findings: Curriculum While curriculum mapping began last year and web based resources have now been purchased, maps are not currently being utilized by teachers and administrators and teachers are still in the early stages of understanding how to use research based curriculum resources, including developing scope and sequence and pacing calendars. There is a discrepancy between the intended and taught curriculum. <ul style="list-style-type: none"> • Teachers indicated that they align curriculum to New York State (NYS) Standards by "referencing State Standards online" and "teaching to the Regents." Some teachers indicated that

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		<p>they participated in curriculum mapping last year, but there is little evidence that the maps inform instruction, and there does not appear to be systemic awareness of the curriculum mapping work.</p> <ul style="list-style-type: none"> • Laboratory science is currently only offered in the Regents level high school classes, not in the high school RCT or middle school programs. There is no scope and sequence for elementary and middle school science or social studies, and teachers cite limited resources including supporting texts, materials and technology. • There is a clear plan for the selection and development of SRA Reading and Saxon mathematics in K-8, but not all classrooms have all the necessary materials, including technology and manipulatives, and other classrooms are not using the materials appropriately. Additionally, not all teachers have been trained in all the components of the program and, therefore, there is no consistency in the use of protocols for the timed assessments. • There is no clear plan for integrating literacy and writing throughout the K-8 program, and some teachers indicated that SRA is the curriculum. • There is no written scope and sequence for internship and vocational programs. Students appear to be placed in internships without a clear, scaffolded approach to skills, job readiness, and transition opportunities. <p style="text-align: center;">Teaching and Learning</p>
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		<ul style="list-style-type: none"> • Although several teachers cited that students work in small groups of one to three students, there was little evidence of small group instruction and no evidence of differentiation in instructional practice/activities. Students indicated that they either worked alone or in a whole group. Limited, if any, cooperative learning opportunities were evident. • In many classes, students were not actively engaged in class discussions and there was little evidence of lessons/assignments reflecting rigor and an emphasis on higher order thinking skills. • Roles and responsibilities of teaching assistants and aides vary from classroom to classroom. In most classrooms, there is an inadequate use of teaching assistants and aides, and there is evidence of a lack of clear roles and expectations for teaching assistants and aides. • Some, but not all, classroom teachers use project-based and student-centered activities as indicated below: <ul style="list-style-type: none"> * A mathematics elementary teacher used the SMART Board to develop a lesson on estimating that actively involved students, rewarded students who participated, and used rulers and manipulatives to have students do estimation activities. There was an emphasis on active engagement. * In one high school vocational class, instruction was very hands-on. Students were building a house and tactual and kinesthetic activities were demonstrated during lesson. Students were sharing tools and supporting each other during the lesson. * In a cosmetology class, students were actively engaged in working on hair setting on mannequins. • Although some classrooms have SMART Boards and many classrooms have computers or access through lap top carts, there
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		<p>has been limited PD to integrate technology into instruction.</p> <ul style="list-style-type: none"> • There are limited and inconsistent opportunities for staff to meet, and often there are no set or written agendas. <p>School Leadership</p> <ul style="list-style-type: none"> • The Principals focus on behavior and have not emphasized the development of instructional practice. • There is no written document that specifies the specific responsibilities, expectations, and accountability of central administrators. • The Principals do not conduct regular walkthroughs of classrooms. • The K -12 Principals do not regularly analyze and use data and have not provided teachers with the knowledge and tools needed for using data to inform instruction. • The K-12 Principals are not currently using a goal setting process to emphasize improving instructional practice. • The schedule in K-8 allows for only 15 minutes a week of common planning time. The high school schedule allows for weekly meetings. Some high school teachers indicate that this time is useful, but reviewers did not find evidence of clear and consistent agendas focusing on collaborative planning or PD. • Although central administration indicates that PD priorities are established with input from staff through surveys and other tools, several staff indicated that they were not involved in PD choices. <p>Infrastructure for Student Success</p>
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		<ul style="list-style-type: none"> • The Ease of Entry team process is not consistently followed in order to ensure collaboration on the appropriate placement of students and adequate preparation time for staff to welcome new youngsters to the program. • There are few examples of aligned communication between school and agency personnel in order to promote successful academic achievement of students. • There are significant gaps in the infrastructure supporting student success. For example: <ul style="list-style-type: none"> *Students cite the lack of after-school and weekend opportunities for extra academic or homework assistance. *Students also indicated that sports activities provide motivation or success but all extracurricular activities are in danger of being cut from the budget. • Although some classrooms use effective routines and rituals, including positive and ongoing feedback to students, use of non-verbal cues, and the movement of staff around the room to keep students on track, Positive Behavioral Interventions and Supports (PBIS) is not yet consistently implemented in K-12. • The guidance counselor position has not been filled due to budgetary issues, resulting in an increase in caseloads, lack of timeliness in the distribution of report cards and a reduction in positive activities, such as awards ceremonies, that motivate students and bring the staff together. • Although students are often late to class, there is no evidence of a consistent, coherent process to address tardiness.
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		<ul style="list-style-type: none"> • Teachers value safety monitors but safety monitors cite challenges of understaffing, as well as feeling disconnected from the school and agency staff. <p style="text-align: center;">Collection, Analysis, and Utilization of Data</p> <ul style="list-style-type: none"> • Some teachers use the Standardized Testing and Reporting System (STAR) to ascertain growth of individual students; however, the school's Principals have not determined how to access trends in growth across groups of students. • There are few examples of teachers effectively using data to drive instruction and limited opportunities for teams to come together to collaborate on the data and instructional practice. The departmentalized high school team uses RCT and Regents practice exams to determine readiness for State tests and conducts limited item analysis to target areas of challenge for students. • Incident report data is collected, but there is no consistent process for analyzing and using behavioral data. • The Ease of Entry process results in the development of specific information for teachers and counselors prior to placement of residential students in schools. However, there is inconsistency in how the Principals use the process to ensure timely information and collaboration. <p style="text-align: center;">Professional Development</p> <ul style="list-style-type: none"> • Ongoing opportunities for adult learning are inadequate and inconsistent. Staff cites a series of initiatives that were abandoned over time. Currently, SMART Board and Individualized
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		<p>Educational Program (IEP) training are the most common offerings.</p> <ul style="list-style-type: none"> • Due to contractual constraints and different requirements for non-tenured and tenured staff, after-school PD is limited. • While staff talked about differentiating instruction as being a priority, there was little evidence of this in practice, with most classes focused on whole group instruction. The same lesson and materials were used for all students. <p>District Support</p> <ul style="list-style-type: none"> • While mission statements are visible throughout the school, there is little evidence that the mission drives the daily work of the school. • Due to fiscal constraints, vacated teaching assistant positions will now be filled with teacher aides; this could have the potential of limiting in-class responsibilities to behavior and clerical support. • Counselors are supervised by Principals and not by an experienced clinician. • The noise level in the hallways interferes with instruction. • There is no clearly articulated and consistent process for evaluations of administrators and staff linked to accountability for student learning and/or professional growth. • The staff indicated that PD is sporadic and does not have a consistent theme throughout the year.
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		<ul style="list-style-type: none">• Some classrooms use rubrics to assess student work, but these are not consistent throughout the school and vary in quality.• Students have limited opportunities to engage in activities that support ongoing academic, social, and emotional growth. <p>Overall Finding</p> <p>The school has not made sufficient progress in identified areas, and is unlikely to make AYP under the current structure and organization.</p>
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Describe how the Transformation Model addresses the major findings of the needs assessment.

Joint Intervention Team Recommendations	Pre-Implementation Progress	Continued Plans in Transformation Model
<p>The District should work with the schools on the development of curricula in all core areas and ensure that it is clearly aligned with the current NYS Learning Standards. Curriculum must be aligned to the new NYS K-12 Common Core Learning Standards in English language arts and literacy as well as mathematics to prepare for implementation in school year 2012-2013. All curricula should be developed by knowledgeable and trained individuals who understand the key elements of curriculum development, including the development of curriculum maps and pacing calendars.</p>	<p>During September of 2011 all staff was trained in the ELA Common Core. Targeted PD for math was developed through turnkey training using PNW BOCES. The information is brought back to teacher teams through the common planning period. Curriculum mapping, lesson plan development and local assessment development continues through focused dialogue at team meetings. This year has focused on ELA in alignment with SED's Common Core deliverable. January 18th's SCD focused on the second semester Common Core aligned unit and interfaced that work with APPR expectations, assessment development as well as to create the understanding of data systems to inform instructional planning and delivery.</p> <p>We have secured Phi Delta Kappa to conduct our curriculum audit while simultaneously providing Curriculum Audit training. This will provide the</p>	<p>During the 2012-2013 school year, core certified teachers in math, English, science, social studies, and business education began the curriculum research and writing process in order to develop an articulated and coordinated K-12 curriculum. In addition, a scope and sequence was developed for each course with the teachers' respective positions. The position of Curriculum Coordinator will assist in distributing and monitoring the tasks of individual unit development, assessment strategies, and instructional practices to provide the oversight and focus to implement the written, taught, tested curriculum with fidelity. The Curriculum Audit training will assist in building local capacity and inclusive practices to continually monitor and upgrade curriculum and instruction under the guidance of the Curriculum Coordinator.</p>

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	District with the capacity to adequately respond to the findings of the curriculum audit as well as to be able to effectively self-monitor moving forward.	
The District should work with the Principals and the teachers to integrate the existing science kits and materials and allocate technological resources to enhance the science curriculum. Additionally, the District should develop a scope and sequence for social studies and science K-8.	A science lab has been created in room M213 and outfitted with lab materials and staffed with a teaching assistant. Our science teacher has been released from ½ class lab responsibilities to plan and coordinate labs for the entire K-12 population. The existing science labs are part of the resource allocation.	The Curriculum Audit will focus on ELA and Math but will report out on a variety of content areas. The acquisition of E2020 will provide technological resources required to fully implement this recommendation.
Administrators should develop a schedule to promote a team/department structure, with common planning times and focused agendas for meetings.	The 2011/2012 schedule includes common planning time for all Core teachers at least 2x per week. Focused tasks have been and continue to be created for subsequent meetings. Projects are used to focus dialogue rather than agendas.	By providing each team with the guidance of the Curriculum Audit Team, this process will be able to focus on results.
The District should focus on leadership development for administrators with an emphasis on instructional leadership and facilitation skills, including the <i>Framework for Teaching</i> and the Interstate School Leadership Licensure Consortium Standards (ISLLC) for administrators. Training should also incorporate the effective use of data and emphasize accountability for results.	The District has chosen Marzano's Teacher Causal Model over a Frame Work for Teaching. All administrators have been scheduled for the requisite training and been provided materials. All data for observations can be accessed by the Superintendent to ensure accountability. Marzano's chosen as the Principal rubric. Data driven accountability is part of the negotiated APPR in the areas of ELA and	Remaining administrators will continue to be provided with professional opportunities for leadership development.

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	Math at both the SLO and Local Assessment levels.	
Roles and responsibilities of the central administration team should be clarified as part of the ten's ongoing work on facilitative and accountable leadership.	Roles and responsibilities have been streamlined and designated as: Superintendent, Chief Financial Officer, Building Principal for each building, and Director of Pupil Personnel Services.	In order to assist in the improvement and monitoring of curriculum and instruction, curriculum teams and the position of curriculum coordinator will be introduced into the organization. Simultaneously, an exploration of the position of executive principal for the two buildings will be explored in order to distribute leadership functions into the areas of management, clinical, and instructional domains in the most efficient manner possible.
The District should revisit its mission and vision and use this work as a lens to develop a clearly articulated path to setting goals and assessing progress through measurable benchmarks and accountability standards.	It was determined that the mission and vision do not need to change but rather, the process for achieving same will embrace the CC for benchmarks, the PLC's for governance structures and DDI for accountability.	The Superintendent will work with the Board of Education in order to create the required philosophical and policy decisions that will provide for the appropriate governance and strategic plans to ensure accountability and excellence.
K-12 Principals should establish purposeful meetings with clear and consistent agendas that focus on collaborative planning and/or PD.	The PLC process has begun and projects have been created to guide regularly scheduled group work. District wide goals have been designated with appropriate calendars.	The variety of committees and leadership training will provide the direction to clarify Professional Development directions and focus collaborative discussions.
The position of guidance counselor for	The 2011-2012 school year began with a	N/A

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<p>the high school should be filled by a professional with the requisite skill set and certification.</p>	<p>certified Guidance Counselor in place.</p>	
<p>The school and agency leadership should work on decreasing lateness. Until the lateness issue is resolved, the school should consider such strategies as rotating first period academic classes as a way of preventing students from missing the same first period class every day.</p>	<p>Data on this issue is being gathered and has been shared with Agency leadership. An attendance policy is being created with Agency input. Additional mutually developed procedures will follow. Rotation of first period will only create a situation in which students will miss work from every class. It is determined to be better to isolate the missed work in one class and provide opportunities to retake the one class in the summer or the following year.</p>	<p>An increase in developing a relevant and rigorous curriculum responsive to student needs and interest will assist motivating student's timely attendance.</p>
<p>The District should develop clear expectations and a consistent protocol for safety interventions and a team approach for all staff and safety monitors to increase collaboration, as well as to minimize out of class time for students.</p>	<p>The PCS time-out room has been eliminated. Class ratios have been changed from 8:1:1 to 8:1:2 to address more youth needs in class. All Safety/Teacher Aides/Teaching Assistants have been trained in TCI. On 10/19/11, Safety and Teacher Aides worked together, to define roles and begin the dialogue required to develop a team approach. Administrators and Deans are provided with assistance in monitoring and directing staff to use a team approach. On January 18th the safety/teacher aides and assistants worked on active supervision, PBIS and behavior modification training.</p>	<p>The continuation of the PBIS directions coupled with the school climate and RTI committees will assist in focused planning, intervention development and Professional Development. While out of class time has been minimized we will now focus on on-task behavior.</p>

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	On 3/14/12 Superintendent's Conference Day this process continued with additional training in PBIS active assessment and intervention techniques.	
The District should consider the benefit of an increased collaboration with the Lower Hudson Regional Information Center (LHRIC) and use of the next level of data warehousing to maximize access to student achievement information, as well as support and training from the LHRIC.	This has been purchased for the 2011-2012 school year. We have been scheduled for a training on November 15, 2011 from 1:00 p.m. to 3:00 p.m.	We continue to explore the many benefits with LHRIC.
The District should develop and implement a data management and data inquiry process and use the analysis of data to increase student achievement. This process should support the exploration of research-based programs to increase student outcomes and include a systemic process for reviewing instructional decisions and making adjustments accordingly.	These issues have been explored in both Core Teacher and School Counselor PLC's. CST's now incorporate an element of data to drive BIP's. BIP's are created with a data element for implementation fidelity. Evidence based practices resource banks have been shared. The School Counselor PLC's have created building wide school climate "Dashboards" in order to incorporate data into strategic planning and decision-making. In January, counselors began to meet with their respective PLC teams to infuse data informed decision making into RTI practices.	A model of curriculum and clinical leadership distributed through each PLC will be explored and implemented using data informed decision making in a structured RTI process.
District and school staff should analyze incident management data related to time out of school and alternatives to suspension to optimize opportunities for	Suspensions have been reduced considerably (12 suspensions since July of 2011.) Time-Out has been eliminated in PCS. The school counselor PLC will drive	While we have been successful in reducing out of class practices, the school climate and RTI committees will be instrumental in developing strategies that maximize on-

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student academic and behavioral growth.	the analysis of incident data and interventions on a district wide, building based and classroom levels.	task behaviors.
The Ease of Entry process should be clarified to ensure consistency with timelines and responsibilities of staff.	The EOE program has been re-structured and is monitored by a guidance counselor and the PCS principal. This process is ongoing.	N/A
The District should carefully review budgets to ensure adequate staffing to support classroom instruction and counseling support and effectiveness. This includes addition of an experienced clinician to support counselors.	The budget is analyzed on a regular basis. This includes an alignment of all Federal monies as well. We chose to staff an 8:1:2 model as it was seen as having bigger impact on supporting student learning. We have ranked order hiring to provide more therapeutic support. (add of 2 school psychologists and clinical coordinator)	Given the nature of our funding process, we constantly and consistently review the budget in order to maximize effectiveness and efficiency.
The District should consider engaging the facilities department in the development of a plan for addressing noise abatement, particularly in hallways, as the noise is a distracting influence from classroom activities.	Currently researching options to complete the activity.	N/A
The District should redefine the evaluation process of the administration and staff to allow for greater accountability for student and professional growth.	The District has embraced Marzano's Causal Teacher Effectiveness Model. Training has taken place. A teacher committee has articulated the 3 High Yield strategies to focus on in the 2011-2012 school year. The District will use Marzano's Model for administration.	An increase in Professional Development time coupled with the direction of the various leadership committees will provide Professional Development and support required to improve practice in accordance with the new APPR requirements. Data inquiry, interim assessment data and the

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		growth component of APPR will focus student growth as a factor in professional growth discussions. The addition of Master Teachers will assist in providing feedback from more perspectives of expertise as well as provide more opportunities for supporting teacher improvement.
The District should work with the school leaders to develop a collaborative rubric for the evaluation of student work.	Each PLC team has been charged with the task of collaborate lesson planning and assessment creation as well as team grading. This process is ongoing and monitored through the PLC Leadership group. Professional Development in this area was provided on 3/14/12.	Through the curriculum development and writing process, and in an effort to achieve rigor and comparability in accordance with APPR, collaborative rubrics for the evaluation of student work will become a necessary function.
The District should promote the development of student initiatives to support continued academic, social, and emotional growth.	The Senior Class has taken the initiative to plan activities (i.e. Prom, School Store, Spirit work). They have created a school store with hours that promote timely attendance and have coupons and point systems which interface with our emerging PBIS.	N/A
The PD Committee should be reconvened, and work on the development of a collaborative community should continue.	Each PLC provides one member to serve on a Steering Committee to address communication, PD, and curriculum issues.	The significant progress in this will be enhanced by allowing for a more inclusive yet focused approach through the addition of team collaborative and distributed leadership initiatives.
The District should develop a clear, scaffolded approach to adult learning.	The approach is part of the Marzano Art and Science of Teaching framework for	The Master Teachers will be instrumental in assisting staff develop differentiated

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<p>The plan should be differentiated based on identified areas of need, aligned to goal setting, and with an emphasis on inquiry and action research to improve student learning.</p>	<p>individual classroom performance. Goal setting and Action Research are components of the PLC approach. Both of which are embraced and operational.</p>	<p>learning plans.</p>
<p>All administrators and teachers should participate in ongoing PD through common planning time meetings and in-class coaching and support, in addition to after school opportunities as per the contract.</p>	<p>We are engaged in a participatory approach to offer school PD. Common planning time is used for PLC directions and turn-key training. In class, coaching can be accomplished through the iObservation protocols. Additional training/coaching is being explored.</p>	<p>In class coaching requires a level of depth that can best be met through the mentoring of Master Teachers. An increase in afterschool Professional Development is also part of the plan.</p>
<p>The PD plan should be comprehensive and sequenced developmentally in order to address the implementation of standards based differentiated instruction by teachers for all students. Principals should be responsible for monitoring and evaluating the effectiveness of the PD.</p>	<p>The initial steps have begun in that the standards are now articulated and gap analysis by team is being conducted. This coupled with an RTI approach will identify appropriate PD. A formalized process has been developed and was introduced on January 18, 2012 at Superintendent's Conference Day.</p>	<p>The use of Marzano's instructional library and the work coordinating and monitoring the curriculum will assist in providing the necessary implementation.</p>
<p>The District should develop a process that emphasizes a singular vision and focus. A common</p>	<p>The PLC process will develop a shared knowledge and singular vision. That process will take time. Connections with</p>	<p>The results of the comprehensive curriculum audit along with the Action-Research approach used by each</p>

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<p>language used by school and agency staff in response to the ever changing educational landscape to support the growth of children with serious emotional and learning challenges is essential.</p>	<p>the agency in terms of Sanctuary and PBIS have begun.</p>	<p>committee will build capacity to become timely and responsive to each new challenge.</p>
<p>The District should consider using the expertise of an experienced clinician in order to maximize the effectiveness of counselors and ensure that they are spending their time on providing mandated counseling as well as crisis intervention.</p>	<p>A Clinical Coordinator position was advertised and filled in February 2012. The IEP Coordinator will be filled by May 2012.</p>	<p>N/A</p>
<p>The District should provide support in implementing the recommendations of the Joint Intervention Team (JIT).</p>	<p>The District office has taken the lead in this initiative.</p>	<p>The District has accepted this challenge. Unfortunately the “District” consists of a Superintendent and Business Official. Our capacity is stretched quite thin and will be benefitted by a distributive leadership model.</p>
<p>All teachers and administrators should participate in professional development (PD) on how to plan and implement a curriculum with rigor, as well as delivery methods that are student-</p>	<p>We have currently embraced combined four initiatives to address this. Collegial planning around the Common Core, Planning Units through the UbD protocols, Marzano’s high yield strategies, and</p>	<p>The Master Teachers along with the Curriculum Audit and PLC Leadership Teams will assist in Professional Development and curriculum/instruction monitoring/development.</p>

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<p>centered. The curriculum should be relied upon as the basis for assessing the individual student mastery and progress. Walkthroughs and formal evaluations should include how well the teacher knows and implements the curriculum for the subjects being taught.</p>	<p>Collegial Assessment creation and grading. We have developed a specific process to align all of these initiatives and maximize success to be rolled out for implementation on 1/18/12.</p>	<p>The strategies and personnel will also provide time and focus for Principals to be more active in evaluation data gathering and observations.</p>
<p>All teachers need to have access to the resources required by SRA and Saxon mathematics, and training needs to be consistent, ongoing and embedded in daily practice.</p>	<p>The staff who use these materials have been provided with the necessary support. As we move towards a more robust literacy and math program aligned with the Common Core new material and resources will be procured.</p>	<p>The Master Teachers will be instrumental in building more robust literacy and math programs aligned with the Common Core as well as evaluate the usefulness of our current resources with input from the Curriculum Audit and resulting committees.</p>
<p>The District and secondary staff should work on the development of a scope and sequence for vocational programs, including the implementation of employability profiles to log skills students have mastered. Efforts should include the development of a transition program and a process for students to move to a new site once they have mastered the targeted skills of their current internship.</p>	<p>Initial discussions with the Agency and internally are taking place which includes a scaffolded system of skill building from classroom to internship</p>	<p>A K-12 articulated curriculum in all vocational areas in being developed along with the appropriate scope and sequence. In addition, we have begun the work on implementing individual learning plans that will provide our students with the experiences and skills to earn a Career Skill Credential as currently defined and to inform students exit summaries.</p>
<p>Administrators should provide PD in differentiated instruction and project-based learning, using instructional coaches to embed practices in classrooms. Administrators should then conduct walkthroughs with protocol</p>	<p>Our current focus is on 3 high yield strategies as articulated through Marzano's work. This recommendation must be put on hold at this time in order to allow greater focus on the many other recommendations.</p>	<p>This recommendation does not fit with our current priorities focusing on evidence based best practices of high yield teaching strategies.</p>

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<p>linked to the PD to assist teachers with addressing grouping in their classrooms and incorporating differentiation strategies to accelerate student learning and improve teacher practice. Observations should routinely provide feedback to teachers on their use of the strategies targeted in professional development.</p>		
<p>PD should be provided on the development of rigorous lessons and assignments that engage students and emphasize critical thinking skills.</p>	<p>We are currently focused on 3 high yield strategies from Marzano's research. This recommendation is placed on hold at this time so that we can focus on the many others.</p>	<p>The focus on Marzano's High Yield Strategies will assist in this area. We will focus on three a year until becoming proficient in all nine by the end of this grant.</p>
<p>Central administration should articulate clear, consistent expectations for the roles and responsibilities of teaching assistants and aides and provide appropriate training.</p>	<p>On 10/19/11 we began the development of roles and responsibilities for Teachers, Teaching Assistants, Teacher Aides, Safety Monitors and School Counselors. That work continued on the 1/18/12 and 3/14/12 SCD.</p>	<p>N/A</p>
<p>Administrators and teachers should have access to PD to systemically develop and facilitate project-based work and a culture of student-centered learning.</p>	<p>We are currently focused on 3 high yield strategies from Marzano's research. This recommendation is placed on hold so that we can focus on the many other recommendations.</p>	<p>This recommendation does not fit with our priorities as we are focused on Marzano's evidence based teaching strategies.</p>
<p>The Principals should conduct a thorough inventory of all technology resources, ensure that all staff has access to technology, and provide</p>	<p>This process has been completed and the additional resources are being acquired including acquisition of Smart Boards.</p>	<p>The procurement of technology (hardware and software) as well as the requisite training is a major component of our request.</p>

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training to teachers on the integration of technology into instruction.		
Walkthroughs and formal evaluations should include how well the teacher knows and implements the curriculum for the subjects being taught and include in-class support and coaching as needed.	We are currently focused on 3 high yield strategies from the Marzano's research. We do not have the content capacity in such a small school to complete this type of activity with fidelity.	The Curriculum Coordinator and curriculum teams will assist in building our expertise capacity.
Principals need training in the analysis and use of data to inform instruction in order to provide guidance and leadership to teachers.	Training is scheduled on 11/14/11. Additional trainings will follow.	Ongoing professional development will be provided as needed.
The Ease of Entry team process needs to be consistently followed by Principals to ensure that staff has all necessary information for collaborative decision-making on the placement of students and the formation of arrangements for welcoming and supporting students during intake.	The EOE process has been refined, codified and implemented as consistently as possible given the many factors forcing the District with respect to the transient nature of our population.	N/A
The school should actively seek training and information on best practices of cross systems of care (<i>reference Council on Children and Families</i>) for all school and agency staff to ensure wrap around supports for all students in a collaborative, cohesive manner focused on the success of the child.	This not seen as a training issue as much as coordination and philosophical one. The change in leadership on both sides has greatly improved coordination and collaboration.	N/A

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Structured opportunities for student participation in after school academic, extracurricular and sports activities should be increased.	Due to budget constraints we have struggled just to keep Boy and Girls JV Basketball.	This grant includes structured academic assistance opportunities for students after school.
The PBIS plan should be implemented, with ongoing training to ensure that there is a robust, District-wide behavior system, with consistent expectations and appropriate follow through.	The School Counselor PLC has begun the strategic planning process to implement the PBIS plan. This group has developed and conducted 3 full on-site trainings building capacity in this area.	The time provided to the RTI and School Climate Committee will jump start the implementation and monitoring of plans.

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APPENDIX B: TRANSFORMATION MODEL

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

Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
Required Activities: <u>Developing and increasing teacher and school leader effectiveness</u>			
Replace the principal who led the school prior to commencement of the transformation model	2010-2011 Principal of the K-8 has been removed. In the 2013-2014 school year, the principal of the high school will be removed to provide new leadership. A Building Leadership variance has been made and approved to provide for the executive principal function if required.	Principal of K-8 has provided his resignation effective August 30, 2011. Principal of 9-12 has provided her resignation for June 2013. A Building Leader Variance request has been approved by SED.	N/A

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<p>Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement; <u>Note:</u> LEAs can demonstrate commitment through developing teacher evaluations that are based on a significant percentage of student growth in achievement. “Significant” will be defined pursuant to NY’s Round 1 and, if</p>	<p>The status of negotiations includes language that the MPCS K-12 program will incorporate student growth as a significant measure in academic growth. As a preliminary step in this process, the Superintendent and the MPCSTA President have signed an agreement to pursue a revision of the current teacher evaluation process to include the student growth model as an identified percentage of the overall evaluation. The measurement of student growth in both ELA and Math will be applied to all evaluations of teachers and administrators. Negotiations with the Administrators’ Bargaining unit are moving in a parallel way.</p>	<p>MPCSUFSD has an approved APPR.</p>	<p>Purchasing 3rd party assessment, testing databases, and curriculum resources to establish and monitor expected student growth.</p> <p>STAR \$6200.00 year 1 \$4200.00 year 2 <u>\$4200.00 year 3</u> \$14,600.00 total</p> <p>Castle Learning \$1735.00 year 1 \$1735.00 year 2 <u>\$1735.00 year 3</u> \$5205.00 total</p> <p>Atlas Curriculum \$3200.00 year 1 \$3200.00 year 2 <u>\$3200.00 year 3</u> \$9600.00 total</p>

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submitted, Round 2 Race to the Top applications.			
Identify and reward school leaders, teachers, and other staff who, in implementing this	4-6 Teachers form each building showing the greatest level of student growth for 2	Beginning of year 2	\$800.00 per teacher x 9 teachers = \$7200.00 year 2 and \$7200.00 year 3

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<p>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>consecutive years will be tapped as mentor teachers and provided with a Mentor Teacher stipend.</p>		
<p>Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement</p>	<p>Development of classroom based inquiry teams with the guidance of respective school counselors to provide data feedback on student progress, the development of interventions to assist student in making adequate progress and to monitor the fidelity of the intervention implementations.</p> <p>Appointment of Master Teachers observing instruction providing high quality real time feedback, targeted content based, differentiated and</p>	<p>July 2012 – Select and train Curriculum Audit Task Force.</p> <p>July-Sept 2012-2013 Training of Curriculum Audit team.</p> <p>Sept 2012 – June 2015 Regular meetings with Curriculum Task Force to develop and implement strategic plan.</p>	<p>Curriculum Writing Team: 5 staff at .18 FTE or one period daily: \$71,198.00 salary year 1 <u>\$27,159.00 Fringe year 1</u> \$98,357.00 total</p> <p>Curriculum Coordinator: \$122,757.00 salary year 2 \$ 44,001.00 fringe year 2 \$126,440.00 salary year 3 <u>\$ 45,321.00 fringe year 3</u> \$338,519.00 total</p>

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school reform strategies;	embedded Professional Development and to assist in the development of school-wide Professional Development		
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.	Creation of special paid leadership groups and task forces to address specific recommendations and improvement needs.	<p>The curriculum review team was trained in July and August of 2011. The curriculum writing team began work in September and upon conclusion of curriculum creation, it will be forwarded to the review team for a formal audit.</p> <p>RTI policies are being drafted presented to the BOE in March of 2013. Upon approval the RTI team will be charged with procedure creation and implementation monitoring.</p>	<p>Payment or stipend/hourly negotiated rate to work outside of school day.</p> <p>Curriculum Review 8 people @ 2x monthly x 12 months x \$40.00 Total \$7,680.00</p> <p>RTI Leadership 6 people @ 2x monthly x 12 months x \$40.00 Total \$5760.00</p>
Permissible Activities: <u>Developing and increasing teacher and school leader effectiveness</u>			
Providing additional compensation to attract and			

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retain staff with the skills necessary to meet the needs of the students in a transformation school			
Instituting a system for measuring changes in instructional practices resulting from professional development	After the Curriculum Audit a gap analysis will be performed and a resulting Strategic Plan will be developed by the Curriculum Audit Task Force.	May 2012 – Curriculum Audit July – August 2012 Curriculum Training Sept 2012-Dec 2012 – Strategic Plan Development Jan 2013 – June 2015 Strategic Plan monitoring	Paid meeting time (included)
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			N/A
Required Activities: <u>Comprehensive instructional reform strategies</u>			
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	The entire professional staff will be trained in the Common Core and Marzano’s Teacher Causal Model. Recommendations from the Curriculum Audit will guide Curriculum development	Sept. 2011 – Training in Common Core and Marzano’s October 2011- Additional training in Marzano’s Teacher Causal Model – purchase of iObservation and supervision training.	<ul style="list-style-type: none"> • Task force and Leadership team payments @ 1x weekly (included) • Additional training Common Core 4 days at 1500.00 per day total 6000.00

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		January 2012- Additional training in Common Core ELA March 2012 – Training in assessment strategies May 2012 – Curriculum Audit and Curriculum Mapping July 2012 – Hiring of Math and ELA Coach Curriculum in Audit training September 2012 – Completion of Curriculum Audit training October 2012 – Establishment of Curriculum Task Force and PLC Leadership team November 2012 – End of grant Additional training as recommended by Curriculum Audit and PLC Leadership teams	<ul style="list-style-type: none"> • Marzano’s Teacher Causal Model training On site 1 @ 4500.00 Webinar 1 @ 750.00 One to one virtual 8 @ 199.00 = 1592.00 LHRIC PD and Consulting - \$976.00 Curriculum and Audit Committee (included) Curriculum Coordinatior (included) Additional Trainings BOCES (included)
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	In addition to the strategies described above, the District has provided Professional Development to all staff in the areas of assessment strategies (3/14/12) and has had time to	Implementation began 2011-2012 September 2012 – Development of interim testing calendar	Professional Development on data informed instruction, assessment development. Purchase of NYS approved 3 rd party assessment for local growth component. (included)

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academic needs of individual students.	collaboratively develop and grade pre, formative and summation assessments. An interim assessment protocol is included in the APPR process addressing the local growth measure. Results from pre-formative and interim assessment will be used as real time information to provide AIS with in class instruction modifications.		
Permissible Activities: <u>Comprehensive instructional reform strategies</u>			
Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective	Curriculum audit team will be trained and charged with this task	Training during summer and early fall. Weekly meetings to address needs Audit recommendations and future monitoring.	Task Force to meet 1x weekly (included)
Implementing a school-wide “response-to-intervention” model	Both an Academic and Behavioral RTI will be developed and implemented by the LEA. A behavioral RTI model has been developed by the Counselors’ PLC (Professional Learning Community) that calls for a three-	A behavioral RTI has been developed through the work of the Counselor PLC that was established in October 2011 of the year prior to the grant period. In January 2012 professional development in active supervision	Purchase of • School Wide Information System \$250.00 Purchase of • ipGrowth – (included) Paid time for teaching/counseling staff to

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	<p>tiered approach that provides for universal interventions in the form of a PBIS program to all students, a second level of intervention for students not responding to PBIS that includes increased counseling support, behavioral charting, monitoring and supervision, and then a third level of intervention includes involvement of the parent and outside agencies in conducting an FBA and development and implementation of a BIP. Counselors will meet weekly with teachers on their caseload to discuss implementation of PBIS and identify students not responding to universal interventions. Counselors will hold additional meetings with core teams (teacher, teaching assistant and behavioral aide) of identified students to determine secondary interventions for a prescribed length of time. For students who are unresponsive to secondary interventions, an FBA will be</p>	<p>and PBIS was provided to teaching assistants, aides and safety monitors, and implementation of universal interventions began in February 2012. Basics of behavioral analysis and classroom management were provided to assistants, aides and safety monitors in March 2012. Beginning in mid-April 2012, teachers will receive ongoing guidance and support in implementation of behavioral RTI during weekly PLC meetings, as a clinical coordinator will be hired to oversee the therapeutic milieu of the schools in the district; implementation of behavioral RTI and fidelity of implementation; collection, analysis and reporting of behavioral data. SWIS (School Wide Information Systems), a behavioral data management system, has been purchased by the district as of February 2012 and staff is being trained in the proper completion of incident reports that are entered into the data base and</p>	<p>participate in after school AIS and committees to research, review, select and develop training for staff @ 1x monthly (included)</p>

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	<p>conducted with the input of parents, dean of students, safety monitors and outside agencies into the development and implementation of a BIP. Decision rules and criteria have been developed to identify students needing secondary and tertiary interventions as well as what constitutes a positive response to increased interventions. Professional Development and training will be provided to assistants, aides and safety monitors in the use of active supervision; classroom management; conducting behavioral observations, frequency charting, and behavioral data collection; teaching behavioral expectations; de-escalation and other behavioral management strategies and techniques. Counselors will receive training in PBIS, secondary and tertiary interventions, and being behavioral coaches and doing in-</p>	<p>is expected to provide accurate baseline data by the start of the next school year. During the 12-13 school year, full implementation of the behavioral RTI program is expected to begin with the start of school in September. Counselors will continue to meet weekly in their PLC to review practices, identify areas that need improvement through ongoing use of a self evaluation tool, and refine procedures and protocols, and prepare staff development material for teaching assistants, behavioral aides and safety monitors. Counselors will also continue to meet with teachers to review behavioral data and behavior management practices, and to develop interventions for identified students.</p> <p>Academic RTI: Teachers and teaching assistants received an introduction to CCSS in October 2011 and formative assessment in</p>	

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	<p>service training for staff.</p> <p>An Academic RTI will be developed by teacher PLC's. Universal interventions will include small group and differentiated instruction, and frequent formative assessment to monitor progress. Secondary interventions include AIS in addition to classroom instruction targeting deficits as identified through assessments and standardized diagnostic tests; AIS will include credit recovery program, after school sessions for residential students and sessions before the start of school for day students. Tertiary interventions will be one to one remedial instruction with a specialist. Decision rules and criteria for initiating and terminating interventions will be established. Professional development will be provided for teachers and teaching assistants regarding understanding and implementing Common Core</p>	<p>March 2012. Teaching staff will receive training and pilot a formative assessment tool, ipGrowth during April and May 2012. Academic RTI Committee to be formed May 2012 to research and obtain training on the elements of an academic RTI, research, review and select materials and programs as well as develop a schedule of implementation for the 12-13 school year during the months of June, July & August 2012.</p>	

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	State Standards; development and use of formative and interim assessments; data analysis and interpretation; curriculum mapping; use of credit recovery programs;		
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	In accordance with the JIT Recommendations we are in the process of hiring an IEP Coordinator and Clinical Coordinator. By providing this extra position we will be better able to focus on procedures, strategies, professional development and supervision to realize this goal.	March 2012 – Positions created April 2012 – Additional hire July 2012 – Tasking of positions and development of Professional Development plan. Sept 2012 – June 2014 Principal Professional Development in accordance with ISLLC Standards	Included in BOCES trainings Principal Leadership Training \$3000.00
Using and integrating technology-based supports and interventions as part of the instructional program	Development of hybrid instructional model using teacher and E2020 to assist in remediation, acceleration, credit recovery and whole class instruction through strong visual presentation.	Completed the purchase Smart boards for all classes with 2011-2012 with requisite training. Piloted E2020 20 concurrent licenses in 2011-2012 with Professional Development. Will purchase laptops and more E2020 slots in	5 computers for each class + 2 computer labs 135 computers = \$135,607.50 E2020 instructional program upgrade 18,920.00 E2020 Professional

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		year one of grant to proved individualized program	Development \$3000.00 Required technology infrastructure update for servers \$42,000
In secondary schools-- Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take			

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advantage of these programs and coursework;			
In secondary schools-- Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills	Establishment of hybrid instructional model in credit recovery program targeted AIS based upon demonstrated student need as identified at data inquiry PLC meetings and focused school climate enhancements through a proactive response to students and the addition of Aides in each class.	Sept 2012-June 2015	Computers – (included) Software – (included) PD – (included) PLC Leadership meeting (included) RTI Leadership meeting (included)
In secondary schools-- Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate	The Core teachers have PLC time with one day devoted to Data Informed Inquiry. This process is designated to use a variety of assessment data to make timely decisions on student interventions in class thorough RTI, AIS services and/or IEP recommendations. The RTI committee will	Sept 2012 – June 2015	Interval assessments (included) RTI Committee (included)

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	examine trend data to develop a comprehensive RTI and AIS program.		
Required Activities: <u>Increasing learning time and creating community-oriented schools</u>			
Establish schedules and strategies that provide increased learning time Instructional Time	Eliminated the time-out room in 2011-2012. Systematically reduced out of school suspensions and class disruption. Provide supervised additional after school. Ten classes for 1 hour each day.	In 2010-2011 there were over 8000 incidents of youth being sent out of class and over 140 out of school suspensions. Students were missing too much instruction. In 2011-2012 a focus on behavior management and improve school climate was a priority. September 2012 Create 1.0 additional hours of instruction per day. Analyze extra instructional needs. Engage youth in the development of high interest after school activities. Develop course choice.	Year 1 After school programming 10 Staff @ 1 hour @ 40.00 per hour x 90 days \$36,000.00 Year 2 10 Staff @ 1 hour @ \$40.00 per hour x 180 days = \$72,000.00 Year 3 10 Staff @ 1 hour @ \$40.00 per hour x 180 days = \$72,000.00
Provide ongoing mechanisms for family and community engagement	Strategic partnership established with JCCA who acts as surrogate parent while	Weekly meeting begins in July 2012 and will continue throughout grant and beyond	N/A

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	kids are in placement.		
<u>Permissible Activities: Increasing learning time and creating community-oriented schools</u>			
Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs	Strategic partnership established with JCCA who acts as surrogate parent while kids are in placement.	Weekly meeting begins in July 2012 and will continue throughout grant and beyond	N/A
Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff			
Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment	<ul style="list-style-type: none"> • Elimination of Time Out room and In-School Suspension Program • Implementation of PBIS program • Amendment of Code of Conduct to reflect a therapeutic philosophy and approach • Formation of a Social 	<ul style="list-style-type: none"> • Time Out room and In-School Suspension Program have both been eliminated effective September 2011 • Counselor PLC established October 2011 • Professional Development provided to staff on PBIS in January 2012 and therapeutic 	<ul style="list-style-type: none"> • Out of district training (included) • Teaching/counseling staff to participate in committees during after school and/or summer. 2 full days of planning plus 1x monthly (included)

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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>Emotional Learning Committee to review, select and implement curriculum for development of emotional regulation skills and social skills</p> <ul style="list-style-type: none"> • Weekly meeting of Counselor PLC to monitor and review implementation of PBIS through use of self-evaluations tools, feedback from staff, and review and analysis of behavioral data; develop in-service training for staff in the implementation of PBIS and in the use of therapeutic behavioral intervention strategies and techniques 	<p>approaches to behavior management in March 2012</p> <ul style="list-style-type: none"> • Professional Development in May to further develop facility of staff in implementing PBIS and a behavioral RTI program • School Climate Committee to meet during July and August 2012 to review practices during previous school year and plan for PBIS kick-off in 12-13 school year. • Committee to revise Code of Conduct in September 2012 • Counselor participation throughout the 12-13 school year at PBIS workshops and conferences provided through PNWBoces • School Climate Committee to meet during July & August 2012 to research, review and select social skills and emotional regulation skills curriculum, and develop training & implementation schedule for 12-13 school year. 	

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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)
Expanding the school program to offer full-day kindergarten or pre-kindergarten	N/A – We do not have students this young.		
Required Activities: <u>Providing operational flexibility and sustained support</u>			
Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	School principals will be trained and charged in Site-based budgetary school schedules will be aligned to improve efficient use of staff. Each PLC will be allowed flexibility in key decisions affecting their team	PLC establishment began in Sept. 2011-2012 to jump start the shared governance and accountability model. In March, Principals were charged with site base budgeting for the 2012-2013 school year with support and training. Sept 2012 – Create each school leadership team.	Additional training modules in Marzano and at local BOCES (included)
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)	Superintendent wrote grant. Will accept lead in directing SIM, ELA, and Math Coach and coordinating activities of PLC, Curriculum Audit, RTI, School Climate Committees as well as implementation of this grant.	March 2012-July 2015	All positions included All stipends for teams included
Permissible Activities: <u>Providing operational flexibility and sustained support</u>			
Allowing the school to be run	Creation of a Distributed	7/1/12	Re-organization will provide

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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)
under a new governance arrangement, such as a turnaround division within the LEA or SEA	Leadership Model with the development of School Based Leadership teams.		internal resources to complete.
Implementing a per-pupil school-based budget formula that is weighted based on student needs	We have begun to break the budget down by building and provide information and training to Principals. Additional services will be directed to high need students through RTI activities.	March 2012 – Budget analysis April 2012 – Principal recommendations July 2012 - Analysis of Federal Grants August 2012 – Final Budget Federal Grants	N/A
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	We have developed our external partner relationships during the 2011-2012 as presented earlier in this application.	Completed 2012	N/A

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

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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.

1. Complete SED Staffing Appeal and re-direct Title I funds to extending the school day.
2. Growth in census – the budget is built conservatively on 300 students, if the school improvement is successful we expect more students to be enrolling, increasing census by 30 students back to original census. In addition, as the school becomes more successful, in year 2 we will begin to market and recruit our day program students from surround schools and especially NYC.
3. Re-organize administration and re-direct resources to build leadership teams through a Distributive Leadership Model. This will also support, reward teachers for improving student performance.

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.

Given the progress of this school in addressing the JIT Recommendations and the NYS Reform Agenda Recommendations, I do not currently perceive any major obstacles if the grant is rewarded as requested.

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.

I. Embedded Professional Development

By enhancing the curriculum, and instructional leadership with a School Improvement Manager, and Master Teachers we will have greater capacity to meet the diverse professional growth needs of our staff. Increase formative assessment of instructional practices compared in real time with student assessment data will provide the high level targeted Professional Development directions. A

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continued partnership with Southern Westchester and Putnam Northern Westchester BOCES will be drawn on for technical trainings in helping with RTTT and the Common Core. This information gathered from the Curriculum Audit and additional Marzano trainings will assist in targeting all professional development. This inclusive approach to management will be strengthened through the provision of more focused time.

II. Development of a Culture of Collaboration

During the 2011-2012 school year the entire district embraced the PLC model of collaboration. Each core instructional staff member was assigned to a team of peers and was provided with 90 minutes per week of common planning time. Each team received Professional Development in the PLC model and developed a strategic plan to ensure the cultural shift as designated by best practice. Following this process teams were tasked with the project required to complete the recommended activities involved in the SED's reform agenda. This process will continue throughout the grant period and beyond. Additional Professional Development and projects will be assigned in accordance with the needs identified by the curriculum audit and/or SED requirements for RTTT.

III. A focus on the Common Core data driven inquiry and building leaders

During the 2011-2012 school year several Professional Development activities took place to build knowledge of the Common Core and support unit design. Specific projects were assigned to teams and monitored by administration to help ensure that the District improves its focus on capacity to address and expertise in the delivery of higher academic standards. In addition a Curriculum Audit performed by Phi Delta Kappa will be completed by June 1, 2012. During the summer and early fall of 2012 a group of staff (Principals are mandatory) will receive Level I and II audit training. This group will comprise the Curriculum Advisory Team, and be enlisted to provide leadership in addressing the recommendations of the Curriculum Audit, directing Professional Development and monitoring the curriculum moving forward. This Distributive Leadership model will cultivate a broader representation for leadership.

IV. Accountability and APPR

The current status of and projected completion of the APPR includes substantiated changes which create a rigorous and equitable evaluation process. These changes include multiple announced and unannounced observations, alignment with State measures and a local growth component using an approved 3rd party assessment which holds all professional staff accountable for literacy and math.

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BUDGET NARRATIVE: SCHOOL LEVEL ACTIVITIES FOR TIER I AND II

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

Model: _____

List of Schools implementing model:

School Name	NCES #:	Tier I	Tier II
Mount Pleasant Cottage School	360847000652	X	

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	Additional work time for Leadership Teams *Cost breakdown appears in Pages 74-75		13,440.00	13,440.00	13,440.00					

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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	
	9 Mentors Stipend			7200.00	7200.00					
	Additional Instructional Time		36,000.00	72,000.00	72,000.00					
	Curriculum Writing Team		71198.00							
	Curriculum Coordinator			127,053.00	131,499.00					
Purchased Services (Consultants)	Curriculum, Leadership, Professional Development:									
	E2020		1500.00	1500.00	1500.00					
	LHRIC		976.00	976.00	976.00					
	SW BOCES		3000.00	3000.00	3000.00					
	Marzano's Research Lab		6842.00	6842.00	4500.00					
	SWIS		250.00							

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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	5 computers per room + 2 computer labs 4 server STAR testing Castle Learning Atlas Curriculum K12- Core Curriculum E2020		135,607.00 42,000.00 7043.00 1735.00 3200.00 18,920.00							
Employee Benefits			27159.00	71,160	73,650.00					

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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	
Equipment										
Grand Total			368,870.00	334,069.00	335,463.00					

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

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

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

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BUDGET NARRATIVE: SCHOOL LEVEL ACTIVITIES FOR TIER III¹

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

List of Tier III schools the LEA proposes to serve:

School Name	NCES #:

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

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

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

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BUDGET NARRATIVE: LEA LEVEL ACTIVITIES FOR TIER III SCHOOLS²

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

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

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

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APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: Mount Pleasant Cottage School Union Free School District

BEDS Code:	6	6	0	8	0	4	0	2	0	0	0	2	Copy and use additional pages as necessary
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The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEA's to consult and/or collaborate with various groups in the development of the LEA's School Improvement Grant application. LEA's **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 Represented	3. Date and Method of Consultati	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Hal Dumas	Director, Campus Life JCCA Jewish Child Care Association	Regular ongoing weekly meetings and updates	
Signature			
Individual's Name (Print/Type) James Nolan	President, Teachers' Association Mount Pleasant Cottage School Union Free School District	APPR Negotiations & ongoing meetings	
Signature			
Individual's Name (Print/Type) Paul Angeron	Principal, Administrators' Association Mount Pleasant Cottage School UFSD	Weekly meetings	
Signature			

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APPENDIX D: SUGGESTED LANGUAGE FOR COMMITMENT LETTER

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

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

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Statement of Assurances

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

Federal Assurances and Certifications, General:

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

Federal Assurances and Certifications, NCLB (if appropriate):

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

- NCLB Assurances
- School Prayer Certification

General Federal Assurances

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

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

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ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

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CERTIFICATIONS REGARDING LOBBYING

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

1. LOBBYING

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

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and

- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

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

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

Instructions for Certification

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

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

Certification

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

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

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GENERAL EDUCATION PROVISIONS ACT ASSURANCES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SCHOOL PRAYER CERTIFICATION

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