

2024-25 Title I School Improvement Grant (SIG) 1003 TARGETED SUPPORT FOR LONG-TERM IDENTIFIED SCHOOLS

Full RFP

The online application is available to LEAs through the [NYSED Business Portal](#). Select the survey titled “2024-25 Title I School Improvement Grant 1003 (Targeted Support).”

Project Purpose

For the 2024-25 school year, the New York State Education Department (NYSED or “the Department”) is providing Target Districts with schools under Receivership that participate in Targeted Coaching the opportunity to receive additional support and technical assistance to assist these schools in meeting their annual identified targets.

The 2024-25 Title I, 1003 School Improvement Grant (SIG) Targeted Support for Long-Term Identified Schools funds will be provided to support these schools. These funds will be separate from the Title I, 1003 SIG (Basic) funds that districts are currently using to advance their improvement initiatives.

Eligibility

Target Districts that have at least one eligible school under Receivership that has registered for Targeted Coaching are eligible to submit applications for this grant.

A full list of eligible schools can be found in Attachment A – 2024-25 SIG TARGETED SUPPORT Eligible Schools.

Funding

The Department is providing \$200,000 per eligible school.

Allowable Uses of Funds

The Department has established guidance and parameters for districts regarding the use of these funds:

1. The funds must be directly connected to the 2024-25 Continuation Plan for all eligible schools under Receivership.
2. The funds must support activities and expenses that will contribute to success with the Demonstrable Improvement Indicators (DIIs) / Lead Strategies.

Principals will work with their Target District to complete a School Spending Plan for each eligible school as part of a single LEA application. Target Districts should ensure that the submitted school spending plans align with the Demonstrable Improvement Indicators (DIIs) / Lead Strategies identified in the school Continuation Plans.

As part of the application review, NYSED will be looking for alignment between Continuation Plans, Spending Plans, and the FS-10 budget costs.

Please refer to Attachment B for examples of how to complete the Spending Plan.

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Due to the size of these grants, the Department will support Target Districts that choose to pay for staff positions with these funds, provided these staff positions directly connect to established DII's / Lead Strategies. Any staff positions funded through this program must comply with federal "supplement, not supplant" guidelines and should not include core instructional positions.

Title I, 1003 SIG Targeted Support funds cannot be used to support schools within the Target District that are not listed in Attachment A as an eligible school. If the Target District wishes to fund an expense that would support eligible and non-eligible schools, Title I 1003, SIG Targeted Support funds could only be used for the portion that will go toward eligible schools. The remaining amount for the portion that will support non-eligible schools must be covered by a different funding source.

Project Period

September 1, 2024 to August 31, 2025

Application Deadline

Completed applications are due by **September 30, 2024** and will be reviewed on a rolling basis. LEAs are encouraged to submit completed applications as soon as possible to expedite the review and approval process.

Submission Instructions

To receive Title I, 1003 SIG Targeted Support funding, eligible Target Districts must submit:

1. a School Spending Plan for each participating school
2. one **blue ink signed** original and two hard copies of the District's FS-10 budget form
3. the 2024-25 Continuation Plan for each participating school under Receivership

LEAs are required to send the submission documents listed above to:

NYS Education Department - Office of Accountability
Attn: 2024-25 Title I,1003 SIG (Targeted Support)
89 Washington Avenue – Room 320 EB
Albany, New York 12234

In addition, eligible Target Districts must submit one electronic copy of each of the items listed above via the Business Portal survey titled *2024-25 Title I School Improvement Grant 1003 (Targeted Support)*.

Budget Amendment Deadline

The Field Support Services Unit has adjusted its protocol for receiving, reviewing, and processing budget amendments for the 2024-25 school year. The "*2024-25 Title I School Improvement Grant 1003 (Amendment Request)*" has been developed to include electronic submission through the NYSED Business Portal. LEAs will need to answer four questions in the survey and upload a completed and signed PDF copy of their FS-10As.

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All budget amendments should be discussed with the program office prior to the submission of an FS-10A. To ensure sufficient review and processing time, amendments to add new activities must be postmarked and submitted no later than August 1, 2025.

For additional information or assistance please contact: fieldsupport@nysed.gov.

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Attachment A: 2024-25 SIG TARGETED SUPPORT Eligible Schools

District Name	Eligible School BEDS Code	Eligible School Name
ALBANY CITY SD	010100010029	GIFFEN MEMORIAL ELEMENTARY SCHOOL
BUFFALO CITY SD	140600010037	MARVA J DANIEL FUTURES PREP SCHOOL
BUFFALO CITY SD	140600010133	ACADEMY SCHOOL
BUFFALO CITY SD	140600010197	HARVEY AUSTIN SCHOOL #97
NEW YORK CITY	331300011616	BROOKLYN HS-LEADERSHIP & COMMUNITY
NEW YORK CITY	320900011350	NEW DIRECTIONS SECONDARY SCHOOL
ROCHESTER CITY SD	261600010016	SCHOOL 16-JOHN WALTON SPENCER
ROCHESTER CITY SD	261600010028	SCHOOL 28-HENRY HUDSON
ROCHESTER CITY SD	261600010033	SCHOOL 33-JOHN JAMES AUDUBON
ROCHESTER CITY SD	261600010066	JAMES MONROE UPPER SCHOOL
ROCHESTER CITY SD	261600010095	EDISON CAREER AND TECHNOLOGY HIGH
ROCHESTER CITY SD	261600010105	EAST LOWER SCHOOL
SCHENECTADY CITY SD	530600010030	WILLIAM C KEANE ELEMENTARY SCHOOL
SYRACUSE CITY SD	421800010003	CLARY MIDDLE SCHOOL
SYRACUSE CITY SD	421800010048	LINCOLN MIDDLE SCHOOL

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Attachment B: Sample School Spending Plan for Targeted Support

School Name: SAMPLETOWN MIDDLE SCHOOL (RECEIVERSHIP)

School BEDS Code: SAMPLE

Lead Strategy & Specific Demonstrable Improvement Indicator Strategy (schools under Receivership) <i>(Written as it appears on the Continuation Plan)</i>	Expense <i>(How will the funds be used, e.g., specific staff positions, services, supplies?)</i>	Activities to be Implemented <i>(For staff positions, identify percent of time allocated to specific job responsibilities.)</i>	Rationale <i>(How will the success of the action steps be measured to determine if intended impact on the identified DII was achieved?)</i>	Title I, 1003 SIG Targeted Funds Allocated
Differentiated Instruction /3-8 Math All Students Core Subject Performance Index: Utilizing Coaching Strategies to Improve Tier 1 Instruction through Differentiation	0.5 Math Instructional Coach (<i>salary + benefits</i>)	<ul style="list-style-type: none"> • Provide targeted support to promote progressive, consistent, grade-level pedagogical routines for problem-solving, numeracy skill development, and accountable talk. • Facilitate monthly grade- level meetings to review trends in end-of-week student assessment data. • Based on trends in student performance, teachers will be supported through coaching cycles to design instructional practices in order to group students based on their need for targeted support. 	Based on NWEA Spring performance, the overall PI was 35.6, which was below indicator target. By developing consistent grade level pedagogical routines, teachers will be better positioned to assess the instructional needs of individual students in their classroom. The impact of these action steps will be measured using walkthrough data and trends in student assessment performance outcomes.	<p align="center">\$34,250 <i>(\$31,000 salary + \$3,250 benefits)</i></p>
Improving Comprehension Across Content Areas/3-8 Math All Students Core Subject Performance Index: Responding to Word Problems	1.0 AIS Math teacher (<i>salary + benefits</i>)	<ul style="list-style-type: none"> • 7th grade math intervention (40%) • 8th grade math intervention (40%) • Recordkeeping, data analysis, and consultation with core math teachers (20%) 	Spring iReady data indicated an increase in students struggling to meet grade- level math standards. Small group Tier 2 intervention aligned to core instruction allows for targeted, differentiated interventions to improve student proficiency as demonstrated on grade- level assessments.	<p align="center">\$68,500 <i>(\$62,000 salary + \$6,500 benefits)</i></p>
Literacy Workshop Model /3-8 ELA All Students Core Subject Performance Index: Schoolwide Teacher	Consultant-provided schoolwide professional development on the	<ul style="list-style-type: none"> • Quarterly two-hour professional development sessions will be conducted by an external consultant. 	Based on monthly walkthrough data, student progress on Tier 1 instruction, and students'	<p align="center">\$5,000</p>

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Lead Strategy & Specific Demonstrable Improvement Indicator Strategy (schools under Receivership) <i>(Written as it appears on the Continuation Plan)</i>	Expense <i>(How will the funds be used, e.g., specific staff positions, services, supplies?)</i>	Activities to be Implemented <i>(For staff positions, identify percent of time allocated to specific job responsibilities.)</i>	Rationale <i>(How will the success of the action steps be measured to determine if intended impact on the identified DII was achieved?)</i>	Title I, 1003 SIG Targeted Funds Allocated
Professional Development in use of Mini-Lesson.	use of mini lessons as an instructional tool	<ul style="list-style-type: none"> • Weekly grade-level PLC sessions will include a reflective analysis on the application of mini-lessons. • Weekly classroom walkthroughs will include a focus on teacher's effective use of the mini lesson. 	performance on ELA assessments, incontinences in the effective planning and delivery of ELA standards-based instruction were shown. The use of the workshop model has been shown to improve the consistency of instruction, with the use of mini lessons as a critical foundation to implementing the workshop model as a lead strategy. The impact of this action step will be measured using walkthrough data and trends in student assessment performance outcomes.	
Inquiry-Based Learning Across Content/Grade 4 Science All Students Core Subject Index: Use of Inquiry-Based Science Curriculum Modules	Purchase of Grade 4 Science Module Kits	<ul style="list-style-type: none"> • Grade 4 students will take a modified written and performance assessment to establish a baseline to target the instructional application of modules. • Provide professional development to all Grade 4 teachers to implement modules aligned to grade-level standards and written/performance assessments. 	Based on the Grade 4 Science Common Formative Assessment, 80% of students performed at Levels 1 or 2 on constructed responses. The use of grade-level science modules will ensure continuity of focus on essential grade- level content and skill attainment. The impact will be measured based on student progress on related classroom assessments and mock state assessments.	\$2,500
Indirect Costs				\$1,213
TOTAL				\$111,463

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DISTRICT COVER PAGE

District:	BEDS Code:
Street Address:	City, State, Zip Code:
Program Contact Person:	Telephone:
E-mail Address:	Fax:

I hereby certify I am the chief school officer of the applicant LEA and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, attached Assurances and Certifications, and that the requested budget amounts are necessary for the implementation of this project. 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.

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.

Typed Name:

Date:

**2024-25 Title I School Improvement Grant 1003
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School-Level Spending Plan for Targeted Support

School Name: _____

School BEDS Code: _____

Lead Strategy & Specific Demonstrable Improvement Indicator Strategy (schools under Receivership) <i>(Written as it appears on the improvement plan)</i>	Expense <i>(How will the funds be used, e.g., specific staff positions, services, supplies?)</i>	Activities to be Implemented <i>(For staff positions, identify percent of time allocated to specific job responsibilities.)</i>	Rationale <i>(How will the success of the action steps be measured to determine if intended impact on the identified DII was achieved?)</i>	Title I, 1003 SIG Targeted Funds Allocated
				\$
				\$
				\$
				\$
				\$
				\$
			Indirect Costs	\$
			TOTAL	\$

School Principal Name _____ School Principal Email _____

Signature of School Principal _____ Date _____