

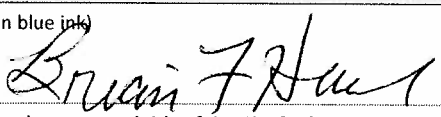
New York State Education Department
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			LEA Beds Code:
Troy City School District			491700010000
Lead Contact (First Name, Last Name)			
Julianna Currey			
Title	Telephone	Fax Number	E-mail Address
Coordinator of Grants and Funded Program	(518)328-5436	(518)271-7692	curreyj@troy.k12.ny.us
Legal School Name for the Priority School Identified in this Application			School Beds Code
Public School 2			491700010002
Grade Levels Served by the Priority School Identified in this Application			School NCES #
PK-6			3628960
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)
354			2920 5 th Ave, Troy, NY 12180
School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input checked="" type="checkbox"/>	Closure <input type="checkbox"/>

Certification and Approval

I hereby certify that I am the applicant's Chief 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 application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project. I understand that this application constitutes an offer and, if accepted by the NYSED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to NYSED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink) 	Date 1/24/13
Type or print the name and title of the Chief Administrative Officer Dr. Brian Howard, Interim Superintendent	
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RECEIVED

JAN 25 2013
 CONTRACT ADMINISTRATION
 138

ORIGINAL

SUBMISSION CHECKLIST - Turnaround, Restart, and Transformation Models

Documents For Submission	Checked – applicant	Checked – SED
Application Cover Sheet <i>(with original signatures in blue ink)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proposal Narrative <i>(Including District-level Plan, School-level Plan)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment A Consultation and Collaboration Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment B School-level Baseline Data and Target Setting Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment C Evidence of Partner Effectiveness Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment D Budget Summary Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Two FS-10 Forms: one for the Pre-implementation Period and one for the Year One Implementation Period. (FS-10 available here: http://www.oms.nysed.gov/cafe/forms/)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Budget Narrative	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Memorandum of Understanding <i>(only if proposing a Restart model)</i>	<input type="checkbox"/>	<input type="checkbox"/>
Assurances for Federal and Discretionary Program Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>

SED Comments:
 Has the applicant submitted all of the documents listed above? ☐ Yes ☐ No

Reviewer: _____ Date: _____

I. District-Level Plan: A. District Overview

A. District Overview:

i. The Troy City School District (TCSD) recognizes that one of its elementary schools, PS 2, has yet to realize its full potential (both staff and students); therefore, the district is committed to making significant changes in practice and providing the necessary support to the school community for its pending success. TCSD does not seek to merely “reform” but rather *transform* what PS 2 can be and what its students can achieve. TCSD has engaged in a rigorous research process to find the systems and structures that have enabled similar school districts, and some even more dire, to dramatically improve their schools. TCSD has developed a “Theory of Action” (ToA) for school improvement that contends “District Support” (a district focused on Curriculum, Assessments and Professional Development) combined with “School Empowerment” (school leaders and teachers given Capacity, Autonomy and Accountability) will result in Accelerated Academic Achievement. This ToA references the Denver Public School’s (DPS) theory of school improvement, which is a district that has experienced great progress in recent years. Although DPS is a larger district than TCSD, it serves a population with some similar demographics, and TCSD believes that it, too, can benefit from this kind of approach to school improvement.

ii. The district’s approach to transforming PS 2 entails incorporating research-based practices that have been successfully implemented by other “high needs” urban school districts. Therefore, TCSD will be:

1. increasing learning time and opportunities for PS 2 students (by 8 hours per week and two additional half day Saturdays per month)
2. enhancing and investing in PS 2’s human resources (by 7 grade level coaching positions and significant increase in professional development hours)
3. differentiating instruction for PS 2 students (with targeted interventions based upon needs assessments)
4. utilizing greater Data Driven Instruction/Inquiry (DDI) and incorporating data driven decision making (through new data management system)
5. establishing high expectations for all (through enhanced PS 2 mission, vision and goals). The decision to incorporate these strategies were largely based on the research from Harvard’s Roland Fryer’s “Injecting Successful Charter School Strategies into Traditional Public Schools: Early Results from an Experiment in Houston” (which replicated the successful strategies from New York City’s Harlem Children Zone’s Promise Academy). In addition to these five core strategies, PS 2 will be adding:
 - a school uniform policy
 - wrap-around services (including mental health)
 - Pre K early intervention
 - character education

TCSD believes the aforementioned modifications will greatly improve the teaching and learning at PS 2, and as a result, raise student achievement exponentially.

iii. TCSD has continued to build a strong team of district administrators with diverse expertise, such as Response to Intervention, Literacy, Special Education and Technology. Moreover, TCSD has partnered with various local educational organizations to provide further support for school leaders and faculty in order to ensure all constituents are equipped to address the competing challenges within the school, as well as empowered to bring about real change. In fact, TCSD plans to utilize PS 2 as a *pilot* to potentially restructure the model of all TCSD elementary schools and create a more cohesive and comprehensive framework for teaching and learning throughout the district.

I. District-Level Plan: B. Operational Autonomies

B. Operational Autonomies:

i. The Troy City School District (TCSD) has modified its traditional allowance of operational autonomies to PS 2 in order to maximize the school's ability to create a new educational framework, develop a more effective faculty and leadership cabinet and sustain the significant changes and improvements made. First, TCSD plans to add the following unique and exclusive positions to PS 2: Grade Level Coaches (GLCs), a Special Education Coach (SpEdC), a Home School Coordinator (HSC), a Mental Health Counselor (MHC) and a School Improvement Manager (SIM) team and Saturday faculty. GLCs will be an additional leadership tier that acts as a bridge between the principal and the faculty. There will be six GLCs (kindergarten through 5th grade), and they will meet with the principal, their respective teachers and each other throughout each week to collaborate on instructional practices, data analysis, goal setting and reviewing, curriculum planning, student work analysis and other professional activities that can facilitate greater student achievement. The SpEdC will be an additional support for special education and grade level teachers to assist in differentiation. The full-time HSC will be an additional resource to help students and families address external issues that the regular school staff is not equipped to manage but that may have adverse impacts on student learning. The full-time MHC will be another resource to assist students and families manage mental health concerns, as well as provide and refer counseling services. The SIM team will be a group of people whose combined individual expertise best support the school and its principal to achieve the School Improvement Grant (SIG) goals. Finally, the Saturday faculty will be faculty who provide additional academic enrichment for students, instructional support for families, and community building for both. Again, all five of these positions will be unique and exclusive to PS 2. Second, TCSD plans to expand control of PS 2's budget to representatives of all constituents (administrators, teachers, parents, students and community members) in order to ensure that all "voices" help to inform school priorities and allocated resources. This greatly differs from all other elementary schools whose budget decisions are solely made by the principal, the Superintendent, the Assistant Superintendent of Curriculum and Instruction and the Assistant Superintendent of Business. Although for logistical and regulatory purposes, final budget decisions will remain with these four individuals, their decisions will be profoundly shaped by the representatives of each constituency. Third, TCSD is making significant changes to the length and structure of PS 2's school day. For example, in all other elementary schools, students receive 90 minute reading blocks with a 30 minute reading intervention block, but PS 2 will be integrating 30 additional minutes of intervention to this block. In addition, the district's elementary students also receive 60 minutes of math instruction; however, PS 2 will be including

an additional 30 minutes of math intervention. Although the district expectation is that all elementary schools incorporate social studies and science instruction in the remaining times, PS 2 will be doing so, explicitly, on a daily basis for 30 minutes. Furthermore, the school day itself will be extended by two hours, and this time will be specifically utilized to provide additional academic support and enrichment, as well as to instill character education (a component that will be developed by the school community). Fourth, TCSD will continue to use its Scott Foresman's *Reading Street* program in PS 2, which is the same program in all the other elementary schools, because this was a recently added program that was selected after extensive research and followed by intense and on-going professional development. Nevertheless, as TCSD continues to monitor PS 2 student achievement, it will continue to engage in its cyclical process of aligning to the Common Core, modifying practices, and adding supplemental supports. Fifth, and finally, TCSD has partnered with organizations that possess a proven track record of success with other schools in reform, as well as a history with the district. It is partnering with Capital Area School Development Association (CASDA) for district leadership, building administrators, grade level coaches, literacy coaches and the full faculty professional development. It is also partnering with the Commission on Economic Opportunity of the Greater Capital Region (CEO) for parent and community engagement.

ii. The Troy City School District (TCSD) considers itself quite fortunate for possessing a Board of Education (BOE) that openly invites school leaders to proactively engage in its work. The BOE meets with the TCSD senior leadership team and community members regularly at workshop meetings each month, which entail both parties discussing key issues and initiatives and serves as an opportunity for the superintendent and his cabinet to guide the BOE on creating sound, operational policies. Even when there is initially not complete agreement on a particular issue, both groups have consistently demonstrated the ability to listen to the opposing argument, to compromise without forfeiting integrity and to make decisions that ultimately serve what is in the best interest of students. Consequently, TCSD does not possess any past precedent of formally adopted BOE policies and/or procedures regarding autonomy, operating flexibility, resources and support to reduce barriers because they effectively collaborate with TCSD senior leadership to prevent such challenges.

iii. Please see attached agreement between TCSD and Troy Teachers Association (TTA) and Civil Service Employees Association (CSEA) that asserts each union's commitment to make the necessary contract adjustments to enable the necessary changes outlined in the new PS 2 operational model that satisfy its SIG Grant. The anticipated TTA contract would include the following details:

1. Teacher work day is from 7:30 am- 4:30 pm
2. 5 days of mandatory professional development over the summer
3. First day of orientation for students is August 28th (the Wednesday before Labor Day), PS 2 staff and students only
4. September 4th PS 2 in session for staff and students, PD day for all other schools in the district
5. Once a week students have early dismissal at 2:15 pm so that faculty can meet from 2:30 pm- 4:30 pm for professional collaboration time

I. District-Level Plan: C. District Accountability and Support

C. District Accountability and Support:

i. The Troy City School District (TCSD) has designated the Assistant Superintendent of Curriculum and Instruction (ASCI) to direct and supervise district leadership support to PS 2's transformation efforts. The ASCI will be instructing and managing the following district personnel to provide PS 2 with abundant resources in leadership and instruction:

1. Response to Intervention Coordinator (RtIC)*
2. English Language Arts Curriculum Leader (ELACL)*
3. Coordinator of Grants and Funded Programs (CGFP)*
4. Director of Special Education (DSEd)
5. Data Coordinator (DC)
6. Director of Technology (DT)
7. Special Education Coach (SEdC)
8. Grade Level Coaches (GLC)- 6 in total, Kindergarten through 5th Grade)

* = School Improvement Management (SIM) Team Member

The ASCI will continue to meet with all district personnel on the regularly scheduled basis (with the exception of the two new coaching positions, specifically being created for PS 2- the GLCs and SEdC that will be supervised by the principal and SIM team). However, the ASCI will hold additional meetings with the SIM team on a monthly basis, as well as any additional time necessary, to specifically support emerging challenges and ensure satisfactory progress.

ii. TCSD has developed a comprehensive organizational and educational model that encompasses a combination of *top down* and *bottom up* structures, which seek to simultaneously address challenges at a systemic level and foster improvement at the ground level. TCSD has assembled a team that will ultimately be led by the ASCI but with accountability that rests on all constituents at all levels. Although the pre-implementation period will have a unique set of processes and timelines to ensure a strong foundation for the SIG initiation, once the 2013-2014 school year begins, the TCSD and PS 2 will be engaging in a constant cycle of planning, action, evaluation and feedback.

As was aforementioned, the ASCI will be leading the district personnel who will be supporting PS 2's principal and faculty. In addition to his/her regularly scheduled once per month Administrative Council Meetings (which includes all senior district leadership in conjunction with the Coordinator of Grants and Funded Programs, Response to Intervention Coordinator, Director of Special Education, Director of Technology, and Data Coordinator and the building principals), the ASCI will meet with the SIM team once per month (and additionally as necessary) to hear a report of current progress made, emerging challenges and requests for extra support or guidance. Together this group will ensure compliance to all grant guidelines and deadlines, as well as provide the strategic framework for all transformational methods and measures. In addition, the ASCI will meet with the Data Coordinator monthly (and additionally as necessary) to ensure PS 2 receives the appropriate data at timely intervals so that the principal and faculty can create data driven goals and make data driven decisions for instruction, support

and enrichment. Moreover, the ASCI will meet with the Director of Technology monthly to specifically discuss PS 2 technological needs and determine how the district can best address these needs. Lastly, the ASCI will meet with PS 2 principal on a biweekly basis to hear a report of current progress made, emerging challenges and requests for extra support or guidance. The ASCI will also conduct weekly walkthroughs and/or observations with the principal in order to set instructional goals, norm the *proficiency* level of teachers according to the TCSD Annual Professional Performance Review (APPR) and establish school priorities. Furthermore, the ASCI (in conjunction with CASDA professional development) will assist the principal in Data Driven Decision Making.

The SIM team will utilize their respective skill sets to maximize PS 2 resources and increase student achievement. The SIM team will meet the principal once per month (and additionally as necessary) to hear a report of student achievement data, discipline data, professional development needs, feedback on coaches and faculty, any other emerging challenges and requests for specific support or guidance. They would also adjust any goals and action plans as necessary. The SIM team will also meet with the Grade Level Coaches (GLCs) monthly (and additionally as necessary) to provide explicit professional development and support in Data Driven Instruction/Inquiry (DDI), teacher coaching, Common Core State Standards (CCSS), Cultural Responsiveness, instructional strategies and needs assessment. Moreover, they will periodically meet with teachers during the Grade Level Team Meetings and Faculty Meetings when appropriate and/or requested by the principal or ASCI. The Director of Special Education will meet with the Special Education Coach once per month and provide similar support as the SIM team does to GLCs. In addition, the Data Coordinator will meet with the PS 2 principal monthly to present key data documents, receive any requests for additional data sources and suggest particular ways to utilize the data for school improvement. Lastly, the Director of Technology will meet with the PS 2 principal monthly to address any technological needs, as well as suggest additional technologies the school could incorporate to enhance teaching and learning.

At the school level, PS 2 will be following a structure that parallels the district structure. The PS 2 principal will not only participate in all of the aforementioned meetings, he/she will also be conducting additional meetings with faculty and staff that ensure constant communication and advancement of school goals. PS 2 will be engaging in a Data Driven Inquiry (DDI) process that entails: reviewing data, establishing instructional foci, developing periodic assessments, creating appropriate tutoring and enrichment opportunities, administering spiral review and assessment, monitoring progress and modifying anything as necessary. This process was established based upon Texas Brazosport Independent School District's 8 Step for School Improvement (found in Mike Schmoker's *The Results Fieldbook: Practical Strategies from Dramatically Improved Schools*). The PS 2 principal will meet with GLCs weekly, whole faculty weekly and an additional *FULL DAY*, monthly, with the whole faculty and staff. Finally, the PS 2 principal will also meet with parents and community members monthly (with the addition of two more times a month during Saturday enrichment).

In addition to internal supports, PS 2's principal and faculty will also receive additional professional development from the external organizations: CASDA, Questar III, and NYU Steinhardt's School Technical Assistance Center on Disproportionality (TAC-D).

iii. As was outlined in the previous section, Troy City School District (TCSD) has developed a comprehensive structure and accountability system for the implementation of the PS 2 SIG Plan. The School Improvement Management (SIM) team will be primarily responsible for most of the aforementioned interactions. The SIM team will create agendas for meetings, develop templates for each meeting's minutes (that the members will be responsible for completing) and produce the culminating reports. The only meetings that will not be run by the SIM team are those led by the Assistant Superintendent for Curriculum and Instruction (ASCI). The ASCI will devise agendas and set the overarching goals for all teams, which will be disseminated and largely overseen by the SIM team (who, again, will report everything back to the ASCI).

I. District-Level Plan: D. Teacher and Leader Pipelines

D. Teacher and Leader Pipelines:

i. The Troy City School District's (TCSD) primary recruitment goal is to hire the most dedicated and effective teachers, as well as an exceptional school leader who ideally possesses successful "*turn around*" experience and an extensive knowledge base in the Common Core State Standards (CCSS), Data Driven Instruction/Inquiry (DDI) and professional development. TCSD has developed explicit criteria it is seeking in both a principal and a faculty. In order to find a highly qualified school leader, TCSD will be conducting a comprehensive and thorough search and advertising the posting in multiple outlets, including but not limited to the TCSD website, Empire State Supervisors and Administrators Association (ESSAA) and ACSD (formerly the Association for Supervision and Curriculum Development) website.

ii. TCSD recognizes the importance of appointing a principal as expeditiously as possible in order to maximize the pre-implementation period. Therefore, it seeks to post the position on April 1st and complete the selection process by May 1st. Moreover, because TCSD believes in the capacity and potential of its existing faculty, it purposefully selected the Transformation model, which would enable TCSD to preserve its own best teachers. The TCSD, in unification with the Board of Education (BOE) and Troy Teachers Association (TTA), will have modified its teaching contract and hiring process to enable PS 2 to internally recruit district elementary teachers who not only possess instructional skills but also the professional attitudes, values and beliefs that will propel the school into accelerated change and growth. In order to achieve this, the BOE and TTA agreed to contractual changes outlined in Section I.b.iii. In addition, TCSD will open up *all* PS 2 faculty positions and district grade level coach and special education coach positions to *all* TCSD elementary teachers. These positions will be posted no later than May 1st. and the final selection process will ideally include the newly appointed PS 2 principal. TCSD wants to ensure that PS 2 students have access to the highest quality human resources the district can provide and, thus, have the best opportunity for success. With the additional freedom to hire the most qualified faculty in the spring and begin mandatory professional development in the summer, in addition to the extension of the school and modified structure of its day, TCSD is better equipping the new principal (and the school) to dramatically improve student achievement.

iii. TCSD proactively seeks to build the capacity of its school leaders by incorporating regular meetings with senior district leadership and with other internal school leaders, as well as providing externally facilitated professional development focused on leadership, instruction and data analysis. As was aforementioned in section I.c.ii., TCSD has developed a comprehensive

schedule of internal and external professional development opportunities for the PS 2 principal through district personnel and its partnership with CASDA. These include previously established mediums, as well as new additions, and have been funded utilizing TCSD local funds and Title I funds. TCSD has experienced success in its administrative *talent development* as is evidenced by the growth and selection of three of its most important leaders: the ASCI, the principal of Troy High School (THS) and the principal of Doyle Middle School (DMS). The current ASCI was the former principal of THS who groomed and equipped two of his then assistant principals to assume greater leadership responsibilities- and were eventually appointed to become the new principals of THS and DMS. TCSD remains committed to identifying and cultivating emerging leaders, as well as systemically developing sustainable leadership.

iv. Just as TCSD proactively seeks to enhance the capacity of its school leaders, it also aspires to strengthen the capacity of its faculty. TCSD includes periodic mandatory whole day faculty professional development opportunities, as well as several voluntary opportunities with its external partners CASDA and Questar. Previously, CASDA has specifically worked with supporting district literacy coaches, and Questar has worked with teachers on curriculum mapping. As was outlined in sections I.c.i. and I.c.ii., TCSD has created critical and supplemental positions specifically for PS 2 (the Grade Level Coaches and Special Education Coach) who will be directly supervised and supported by both the PS 2 principal and SIM team. Although these positions have yet to be appointed, TCSD has already begun to consider which district elementary teachers might be promising candidates by reviewing APPR evaluations and student achievement data, as well as those who have previously and proactively participated in TCSD offered professional development opportunities. The potential two-fold benefit of implementing and training these district level (but initially PS 2 supporting) coaches is the opportunity to further develop that talent pool and have them share best practices throughout the district, thus strengthening the district as a whole while best supporting PS 2. TCSD is also considering the same APPR data in identifying potential prospective PS 2 faculty. TCSD is confident that it can select PS 2 faculty in the spring and begin training them in the summer. Moreover, TCSD continues its dedication to enhancing teacher practice and systemically developing more effective faculty.

v. The attached chart outlines the district-offered training events for items “iii & iv.”

I. District-Level Plan: E. External Partner Recruitment, Screening and Matching

E. External Partner Recruitment, Screening and Matching:

i. TCSD has engaged in a rigorous process for identifying, screening, selecting, matching and evaluating external partner organizations that will be providing support to PS 2. First, our partners had to conduct a *needs assessment*, submit a proposal for TCSD review that outlined the partner organization’s precise goals and deliverables, present a summary of the initial implementation phase and a description of specific outcomes for regularly scheduled follow up meetings. TCSD decided to select and collaborate with its past external partners based upon the particular needs of PS 2 and the district’s satisfaction with previously experienced services. The Capital Area School Development Association (CASDA) has consistently provided strong professional development for TCSD’s administrators and literacy coaches, and Questar III has

done the same for TCSD faculty. Moreover, although TCSD does not possess an official partnership with NYU's Technical Assistance Center on Disproportionality (TAC-D), in the recent past principals and teachers have greatly embraced TAC-D's professional development and requested further support. Therefore, TCSD plans to continue utilizing TAC-D's services, specifically for support with Cultural Responsiveness. Given that TAC-D is connected to the leadership of Pedro Noguera, a distinguished sociological/educational researcher, and consequently possesses some of the most current research and innovative practices, their expertise affords TCSD with an incredible opportunity to address the unique needs of its historically disadvantaged subgroups. Overall, TCSD is satisfied with its preliminarily secured external partnerships; however, it will continue to seek additional partners who can contribute to its mission and vision.

ii. TCSD does not require any modification of its process for procurement and budget timelines because once the SIG funding is granted to PS 2, a contract will be officially signed. (Currently, TCSD has partnership agreements secured for with its partners.)

iii. Because TCSD is unable to appoint a new principal for PS 2 until the spring, senior district leadership in tandem with the SIM team have explored and examined possible external partnerships, ultimately selecting those aforementioned in Section 1.e.i. Nevertheless, although the succeeding PS 2 principal will not have participated in this selection process, once the individual is in place, he will have the power to review the external partners' performance and evaluate their effectiveness, as well as will have the authority to seek additional partners that she deems necessary. Furthermore, since TCSD plans to appoint a principal for PS 2 by spring, this person will have part of the spring and all of the summer to familiarize himself with the partner and/or research any additional organizations to work with the school.

I. District-Level Plan: F. Enrollment and Retention Policies, Practices and Strategies

F. Enrollment and Retention Policies, Practices and Strategies:

i. PS 2 does appear to possess slightly higher demographics of special sub populations in comparison to other Troy City School District (TCSD) elementary schools, but this is primarily due to the nature of its being a community school and not by district design. Currently, there is a moderately higher percentage of Students with Disabilities (SWDs) in PS 2 in comparison to other TCSD elementary schools. However, that can be attributed to two additional self-contained classrooms that were recently added to PS 2 due to gradually lowering student registers and, consequently, increased facility space. (Nevertheless, PS 2 has not been cited for failing to make AYP for this particular subgroup.) As for numbers of English Language Learners (ELLs), PS 2 does have a slightly higher percentage than other TCSD elementary schools, but the actual raw number is low (14), and this is primarily attributed to these students' geographic residences, which are again a consequence of the community school arrangement. Finally, the percentage of students performing below proficiency are notably higher than other TCSD elementary schools, but this is largely an effect of the community school's make up rather than the district transferring poor performing students from other schools into PS 2.

ii. Troy City School District (TCSD) establishes policies and practices that seek to equitably distribute human and fiscal resources for all schools. For elementary schools, in particular,

TCSD has allocated resources for appropriate educational settings for students with disabilities (SWD), special programming that provides extra tutoring to English Language Learners (ELLs) and extra intervention supports for students performing below proficiency.

iii. As was aforementioned in Section I.f.i., there are no district based structures that intentionally place disproportionate numbers of students in special subpopulations into PS 2. Instead, the TCSD elementary schools are based on geographic districting.

I. District-Level Plan: G. District Level Labor and Management Consultation and Collaboration

G. District Level Labor and Management Consultation and Collaboration:

i. TCSD's School Improvement Grant (SIG) Committee has been led by the Assistant Superintendent of Curriculum and Instruction (ASCI) and consisted of the Coordinator of Grants and Funded Programs (CGFP), the Response to Intervention Coordinator (RtIC), the English Language Arts Curriculum Leader (ELACL) and the District Intern/Assistant Principal of Troy High School. The SIG Committee scrupulously reviewed PS 2 data to identify trends in student achievement, as well as their connections to teachers to hypothesize correlations between instruction and performance. In addition, the SIG Committee thoroughly examined a plethora of educational research on dramatically improved schools and combined different systems, structures and strategies when developing the SIG plan for PS 2. Moreover, although the new PS 2 administration and faculty has yet to be determined, the SIG Committee consulted with the current faculty, staff, families and community members of PS 2 to begin redesigning an educational framework for the school. Lastly, when the new principal and teachers are appointed, they (along with students, families and community members) will be fully engaged in the pre-implementation phase of the TCSD SIG Plan and invited to contribute to its ongoing development.

ii. Please see ATTACHMENT A.

II. School-Level Plan: A. School Overview

A. School Overview:

i. The Troy City School District (TCSD) asserts that its mission is to provide a strong educational and social foundation to graduate all students college and career ready. Moreover, its vision is to graduate in excess of 90% of students college and career ready and achieve annual improvements of overall student achievement by narrowing the achievement gap for all subgroups each year for the next five years. As a result of its mission and vision, TCSD has established major goals regarding increasing overall student proficiency in English Language Arts (ELA) and Mathematic by 5% each year for the next 5 years and decreasing the number of violation of the TCSD Student Code of Conduct and consequential use of more sever behavioral interventions, as well as fully integrating the expectation of administration and faculty to engage in data analysis and Data Driven Instruction (DDI). PS 2 is committed to realize the district mission, vision and goals. Therefore, it has aligned its own to that of the district. PS 2's mission

entails providing its students with a strong literacy and numeracy foundation that enables students to pursue and engage in critical thought and problem solving, as well as with great character education that cultivates students' sense of self-worth, community and civic responsibility. PS 2's vision is to build a community of scholars (*students, staff, faculty, administration and families*) that supports student learning and personal growth, which ultimately result in *all* students demonstrating proficiency in ELA and Mathematics- despite their particular demographics. Based upon the collective mission and vision of PS 2 and TCSD, PS 2's primary goals include:

1. creating a school culture that embodies high expectations, humility, collaboration, service, responsibility and resilience
2. raising student achievement by one whole level of proficiency until all students are demonstrating proficiency in ELA and Mathematics
3. developing the principal and teachers' capacity to engage in Data Driven Inquiry (DDI) and Data Driven Decision Making that inform school policies, programs and instructional practice
4. establishing a model for character education that results in fewer violations of the student code of conduct and reduces recidivism due to greater student understanding of respect and responsibility

ii. PS 2 recognizes that it can only pursue an ambitious mission, vision and goals if it possesses a solid action plan. Therefore, it has conducted extensive research and secured strong partners to ensure its success. First, as was outlined in Section I.a.ii., PS 2 will be:

1. increasing learning time for PS 2 students (adding two full hours to the school day, restructuring the composition of the day and offering two Saturdays per month)
2. enhancing and investing in PS 2's human resources (adding seven full-time positions: one special education coach and six grade level coaches for Kindergarten through fifth grade; adding a School Improvement Management (SIM) team for additional administrative and instructional support)
3. differentiating instruction for PS 2 students (incorporating targeted intervention in ELA and Mathematics during the traditional portion of the day, as well as the enrichment portion of the day)
4. utilizing greater Data Driven Instruction (DDI) and incorporating Data Driven Decision Making (providing principals and teachers with effective data systems and additional internal and external professional development)
5. establishing high expectations for all (requiring students, families, teachers and administrators to sign "commitment contracts" and building in structures that foster student ownership of learning and supports that engage families and community members)

Again, these 5 major strategies were grounded in the practices highlighted in the Harvard University study by Roland Fryer. PS 2 will institute these five strategies with the help of the TCSD and its external partners identified in Section I.e.iii. It is confident that Capital Area School Development Association's (CASDA) support with school leadership will empower the new PS 2 principal to emerge as a transformational leader who can inspire and produce great change. Moreover, with Questar III's continued development of faculty, PS 2 will be in an ideal position to provide quality instruction that yields significant student gains. In addition, PS 2's

renewed work with Technical Assistance Center on Disproportionality (TAC-D) will enable faculty and staff to cultivate an environment that recognizes and celebrates its students' diversity and, consequently, responds in sensitive and affirming ways. Lastly, the internal help of the SIM team with grade level coaches and the principal, as well as other district personnel with all school staff, will certainly enhance PS 2's ability to create deep community and improve student achievement.

II. School-Level Plan: B. Assessing the Needs of the School Systems, Structures, Policies and Students

B. Assessing the Needs of the School Systems, Structures, Policies and Students:

i. Please see ATTACHMENT B. (Please note that the District Average column refers to the average of all five elementary school buildings from 2011 to 2012. The Baseline Data column refers to PS 2's average from 2011 to 2012.)

ii. PS 2 is a community school that serves a high needs population. A little over 96% of students are economically disadvantaged. Approximately 68% of students are Black or Hispanic. Approximately 22% of students are Students with Disabilities (SWDs), and a little over 3% are classified as English Language Learners (ELLs). Each of these different sub populations, which often overlap, has a unique set of needs that require PS 2 to provide differentiated supports. Economically disadvantaged students may need additional wrap-around services to counter socio-economic issues. Although all students can benefit from culturally responsive teachers and instruction, Black and Hispanic students are particularly in need of this since they have historically been marginalized by institutions. SWDs and ELLs require additional academic interventions. Knowing the number and needs of students in these special sub populations will better equip PS 2 to support the diverse needs of its students.

iii. Last school year, PS 2 received a School Quality Review (SQR) to determine its existing capacity, strengths and needs. The SQR specifically examined PS 2's:
Last school year, PS 2 received a School Quality Review (SQR) to determine its existing capacity, strengths and needs. The SQR specifically examined PS 2's:

1. Collection, Analysis and Utilization of Data
2. Teaching and Learning
3. School Leadership
4. Infrastructure for Student Success
5. Professional Development
6. Facilities and Resources

The SQR provided a detailed list of Findings and Recommendations, as well as imparted a Concluding Statement that summarized what PS 2's priorities and next action steps should be. As a result, TCSD has created PS 2's SIG Plan and transformational framework.

iv. Last school year, PS 2 received a School Quality Review (SQR) that articulated strengths of and recommendations for the school in the six aforementioned categories. The following is a summary of the SQR's Findings and Recommendations for PS 2:

1. Collection, Analysis and Utilization of Data

- Findings:
 - PS 2 gathers and uses various data sources to make programmatic decisions, group students and monitor student progress
 - PS 2 uses Fountas & Pinnell (F & P) to assess and monitor students' reading levels
 - PS 2 uses the reading series, Reading Street's, assessments to monitor student progress
 - PS 2 maintains student folders with all assessment data
 - PS 2 has established a governing structure, Problem Solving Team (PST), that utilizes multiple sources of data to make decisions about students
- Recommendations:
 - PS 2 will build on the PST to make data drive decisions about students and to develop improvement plans for students
 - PS 2 will put in place a systematic approach of collecting, analyzing and using data to make informed decisions for instruction and programs
 - PS 2 will replace the Student Folders system with an online system that provides easy access of student records to staff
 - PS 2 will continue to use Reading Street, F & P and supplemental assessment tools

2. Teaching and Learning

- Findings:
 - PS 2 is using a new reading program, Reading Street, that is aligned to the Common Core State Standards (CCSS) per the publisher's materials
 - PS 2 is using the intervention program My Sidewalks on Reading Street from the Reading Street reading program for differentiation and to support at risk students
 - PS 2 is using Questar III BOCES regional maps aligned to the CCSS and the Benchmark assessments for Mathematics
 - PS 2 appears to utilize consistent strategies for supporting the learning of the English language and structure of the language: syllabication sight words, roots, prefixes and suffixes
 - PS 2 teachers are teaching students to do different types of writing: persuasive, informational and expository
 - PS 2 has a 90 minute reading block for grades 1-6 during which they do different types of writing: persuasive, informational and expository
 - The District/PS 2 does not appear to have a consistent grading policy and practices
 - PS 2 staff has very little knowledge and understanding about the CCSS other than reference to the reading series and math curriculum maps and Benchmark assessments that are aligned to the CCSS
 - PS 2 staff is primarily facilitating whole group lecture type instructional approaches

- Recommendations:
 - The District and PS 2 leadership will provide the necessary professional development and support to the staff in order to implement the new reading program effectively
 - The District and PS 2 leadership will work on reviewing its grading policies and practices and improving these to ensure that they benefit students across the grades
 - PS 2 will provide professional development and the necessary support to maximize the effectiveness of the 90 minute blocks
 - PS 2 staff will support the students' independence in completing tasks as the CCSS call for independence, higher order thinking skills and critical thinking
 - PS 2 staff will focus on raising student expectations to meet the higher rigor of the CCSS
 - PS 2 staff will seek ways to ensure that any pull out programs are aligned to support the core curriculum, as well as that staff do a mix of push in and pull out programs that entail the push in teachers fully integrating into the lesson delivery
 - PS 2 staff will implement varied teaching strategies that address diverse learning styles to ensure that all children have access to learning

3. School Leadership

- Findings:
 - PS 2 principal knows the community and students well and appears to possess a shared responsibility for students with staff
 - PS 2 principal exhibits a strong sense for the wellbeing of the students in the community
 - PS 2 principal is involved with many community organizations to support PS 2 students
 - PS 2 school community seems to highly regard and respect the PS 2 principal
 - PS 2 principal supports the PST, which works collaboratively to share their skills/experience to support the needs of the students
 - PS 2 principal holds data meetings with staff every 6-8 weeks
 - The District has assigned the PS 2 principal with an assistant to the principal [NOT to be confused with an assistant principal because it is not necessarily a licensed pedagogue and has limited administrative authority]
- Recommendations:
 - PS 2 principal will attend professional development activities and forums in order to stay abreast of the Reform Agenda Initiatives and changes
 - PS 2 principal will work with the Network Team representatives from Questar III to analyze student data to drive school improvement and inform instructional strategies used in the classroom
 - PS 2 principal will support the staff professional development needs
 - PS 2 principal will communicate a clear vision of the school's academic achievement goals

- PS 2 principal will ensure a consistent raising of student expectations to align with the rigor of CCSS
- PS 2 principal will delegate responsibilities to the assistant to the principal in order to fulfill her role of instructional leader

4. Infrastructure for Student Success

- Findings:
 - PS 2 has many partnerships with Community Based Organizations (i.e. Troy Arts Center, Troy Center for Economic Opportunity, etc.)
 - PS 2 includes a 90 minute literacy block that is consistent in grades 1-6
 - PS 2 has limited extended day opportunities for students
 - PS 2 has a student mentor program consisting of staff members
 - PS 2 principal has established relationships with the community, including the 8th, 9th, 10th Streets Neighborhood Association(s)
 - PS 2 does not send out notices to parents in their native languages
- Recommendations:
 - PS 2 will continue to build upon the partnerships with the Community Based Organizations in ways that will support student success
 - PS 2 will seek ways to expand the mentor program into the community (i.e. identify parents, grandparents, community leaders, etc.) to mentor students
 - PS 2 staff and leadership will enhance the effective use of the 90 minute literacy block (ensuring that this time is used to deliver explicit instruction and strengthen student understanding of comprehending and engaging with text)
 - The District and PS 2 will investigate ways to reinstate extended day programs as students need the additional support
 - PS 2 will ensure that notices and other school communications are sent home in languages that parents understand

5. Professional Development

- Findings:
 - PS 2 staff possess very little knowledge and understanding of the CCSS
 - Some PS 2 staff members expressed being overwhelmed with all of the new initiatives being implemented (i.e. CCSS for ELA/Literacy, new reading program, CCSS for Mathematics and Benchmark Assessments for Mathematics)
 - There is no systematic school wide behavioral program being implemented; the PS 2 staff has received training on PBIS
 - The PS 2 staff has not received training on the use and analysis of student achievement and other types of student data
- Recommendations:
 - The District/PS 2 will provide professional development on the CCSS
 - The District/PS 2 will provide professional development on the new reading program
 - PS 2 will identify and implement a systematic behavior system school wide

- PS 2 will provide professional development on use of different data (i.e. achievement, behavior, etc.) and on an online system if such a system is put in place
- The District/PS 2 will provide ongoing professional development to K-6 teachers in the area of mathematics to ensure that they are prepared to meet the content demands and shifts in instruction that are associated with the implementation of the new CCSS for Mathematics, especially at the higher elementary grades (i.e grades 5 and 6)

6. Facilities and Resources

- Findings:
 - PS 2 is clean and conducive to learning
 - PS 2 has student work displayed throughout the halls and classrooms
 - PS 2 has appropriate quantities of books, instructional posters and instructional resources to support ELA
 - PS 2 has limited instructional resources (i.e. manipulatives) to support Mathematics instruction in all grades
 - PS 2 has limited resources in other languages to support English Language Learners
 - PS 2 has limited resources for teacher professional development (i.e. a Professional Library for Teachers)
 - PS 2 has very limited technology available for student and instruction use (i.e. two Smart Boards in building, one computer lab, few to no student computers in classrooms)
- Recommendations:
 - PS 2 will expand the use of technology and media coupled with ongoing professional development to integrate these resources to support student learning and meeting the new standards
 - PS 2 will seek ways to increase library and media resources- librarian and computer TA are only available in building once per week

Overall, the SQR highlights TCSD and PS 2's strong commitment to ensure that all students academically succeed, socially thrive and build community. The SQR team emphasized PS 2's need to continue to enhance the rigor of its instruction through greater familiarity and facility with CCSS, to incorporate greater use of data analysis in the principal's and faculty's instructional and programmatic decisions and to invest more in professional development for all school personnel to address the school's competing needs and dramatically improve student achievement.

v. As a result of the SQR's comprehensive analysis and recommendations, TCSD and PS 2 have prioritized the identified needs in the implementation of the SIG Plan. First, TCSD's primary concern involves elevating its human resources for PS 2. TCSD recognizes that it is people who make a school successful- not programs or software. TCSD has selected an SIG model that will replace the school leader but enables it to preserve and maximize talent in the district elementary school faculty. By selecting a new principal who can inspire the school community with a common vision, lead data driven decision making, define and model solid instructional practice, support teacher work with the CCSS, understand the 6 tenets of the Diagnostic Tool for School

and District Effectiveness and increase overall staff expectations, TCSD is ensuring that PS 2 has a school leader that possesses the prerequisite paradigm, expertise and experiences for successful school transformation. Moreover, by allowing any TCSD elementary school teacher to apply for PS 2 instructional and coaching positions, PS 2 should be able to internally recruit skilled educators who possess attitudes, values and beliefs that are aligned to the mission, vision and goals of TCSD and PS 2 (those necessary to effect the significant kinds of change PS 2 requires). Also, by adding seven additional coaches and a School Improvement Management (SIM) team to PS 2, TCSD is better equipping PS 2 to address and resolve its many challenges by channeling its strengths and capacity to focused objectives.

Although increasing human resources is beneficial, TCSD understands that quantity does not guarantee quality. Therefore, TCSD is also greatly investing in intense professional development opportunities for PS 2's principal and faculty, utilizing both internal and external resources and embedding these opportunities into the contractual day of staff. This demonstrates the great value TCSD is placing on professional development, as well as to ensure greater accountability. Because TCSD is building professional development opportunities and tasks into the work day, this enables the new PS 2 principal to hold his/her faculty to be accountable for constructive and productive use of that time. Furthermore, it demands more accountability and heightens expectations of the PS 2 principal to ensure the academic success of the school's students.

Second, TCSD's plan to increase the instructional time and modify the structure of the PS 2 school day is another significant priority. These adjustments will involve both teachers and students experiencing a different, more targeted and efficient day. Students will be receiving specific types of interventions based upon their academic needs as are indicated by performance data. Third, TCSD is committed to increasing the quantity and quality of PS 2's Data Driven Instruction (DDI) and Data Driven Decision Making. In addition to professional development, TCSD is seeking to integrate more technology into this process, which will afford greater access of student data to larger audiences, including administrators, teachers, students and families. The new PS 2 principal will be developing and implementing a plan for PS 2 that ensures teachers are strategically and systematically collecting, analyzing and utilizing data to inform student learning objectives, grouping, programming and other instructional decisions.

Lastly, TCSD commits to raising PS 2's expectations for student achievement while also seeking to engage the larger Troy community and inviting it to be a genuine and significant part of PS 2. Incorporating the two Saturdays per month into the PS 2 calendar presents the opportunity for such engagement. Although one Saturday will be focused on enhancing academics through parent and student workshops, one Saturday will be focused more on building community through different kinds of extracurricular activities and events. Moreover, both Saturdays could utilize resources from the larger Troy community and generate greater excitement and support of PS 2 success. TCSD believes that by specifically targeting human resources, increased learning time, differentiating instruction, Data Driven Decision Making and asserting higher expectations for all students while increasing greater community engagement, PS 2 will be able to dramatically improve student achievement and potentially become a model for small urban school transformation.

II. School-Level Plan: C. School Model and Rationale

C. School Model and Rationale:

i. As was previously mentioned, Troy City School District (TCSD) has selected the Transformation Model because it believes this model best positions PS 2 to succeed in dramatically improving student achievement. First, this model allows PS 2 to potentially retain its existing teachers, however, with alternate leadership. TCSD and PS 2 acknowledge that PS 2 staff has consistently demonstrated receptiveness to any offered professional development or additional district supports. Furthermore, PS 2 staff remains motivated to improve practice. This model will allow the school more time to see any progress resulting from the cumulative work of the current literacy coach and other initiatives this year. It also provides teachers with the opportunity to improve practice and performance via the new structures that will be in place. Specifically, it will incorporate the five strategies of extending learning time, building human capital, targeting individual student needs with differentiated instruction, systematically utilizing data to inform instruction and establishing a culture of high expectations. Again, as was referenced earlier, these strategies were based upon the research from the Harvard University, study led by Roland Fryer.

PS 2's SQR cited the school as needing to increase learning opportunities for all students. Therefore, by extending the school day with two additional compulsory hours and restructuring the makeup of the day to lengthen English Language Arts and Mathematics instruction, as well as increase targeted intervention time, PS 2 students will engage in more strategic learning experiences. The SQR also referenced PS 2's need for rigorous and concentrated professional development, particularly in Common Core State Standards (CCSS), creating and using assessments and Data Driven Instruction/Inquiry (DDI). With daily additional coaching support (targeted in the aforementioned need areas), weekly common planning time for grade level teachers (to plan, analyze data, review student work and discuss students), weekly faculty meeting time (to review school goals, report progress, norm expectations and share best practices), monthly whole day professional development and periodic external professional development (also targeted in the aforementioned need areas), PS 2 staff will be receiving ongoing support and guidance, which enhances their capacity to promote greater student academic gains. Moreover, PS 2's SQR recommended PS 2's need for greater data analysis. By integrating more effective data analysis systems and explicit structures into PS 2, the new principal and faculty will be better equipped to make more prudent instructional decisions that foster significant improvements in student achievement. In addition, although PS 2's SQR praised the school for wanting to increase student achievement and attempting to create a strong school community, it still needs to assert high expectations for all students in conjunction with scaffolded supports and community engagement. Lastly, PS 2 will be including four other major components to its transformation that are not explicitly connected to the SQR but rather spring from an internal needs assessment and school specific vision. As was previously mentioned in Section I.a.ii., PS 2 will be integrating school uniforms, wrap-around services, early Pre K intervention and Character Education. TCSD's decision to introduce school uniforms seeks to provide PS 2 students with a sense of community and equality, as well as help produce greater student achievement as is cited in numerous educational research studies. TCSD strongly

believes that the addition of wrap-around services, particularly mental health, will greatly improve PS 2's capacity to address the comprehensive needs of PS 2 students, which extend beyond the purely academic ones. The Home School Coordination (HSC) and Mental Health Counselor (MHC) will greatly assist in providing these supports for PS 2 students and families. Furthermore, the increase in early Pre- K intervention ensures that more PS 2 students will enter Kindergarten equipped with a better academic and social foundation that should better prepare these students for future success. Finally, TCSD affirms that explicitly embedding Character Education into the daily instruction will enable students to develop greater self worth, self efficacy and social responsibility, which will ultimately strengthen their academic achievement and community engagement. All of this systemic change and paradigm shifts do pose potential core challenges, particularly with the requisites of drastically altering leadership and faculty, as well as the *thinking* surrounding what effective schools are and do. Nevertheless, TCSD is confident that PS 2 can succeed at implementing these five key design elements and four supplemental components with the intense supports provisioned through the SIG Plan, thus ultimately realizing its mission, vision and goals.

ii. TCSD and the PS 2 school community engaged in a comprehensive and systematic process to select a model, and this process involved the input of and cooperation with the TCSD Board of Education (BOE), the Troy Teachers Association (TTA), PS 2 faculty and staff, as well as families and community members. First, a core committee consisting of representatives of all stakeholders reviewed the three models. They immediately eliminated the Restart model because it was not in the best interest of the community to relinquish total control to an external agency that could potentially exhibit infidelity to the mission and vision of TCSD. Then the committee rejected the Turnaround model because it required removing 50% of teachers, and they believed this would be to the detriment of PS 2 due to the potential forced removal of effective faculty based upon the TTA contractual requirements for layoffs. Furthermore, the committee argued that there was a way to possibly change the makeup and nature of the staff without firing half of the faculty. Therefore, the remaining Transformation model enabled TCSD and PS 2 to maintain Troy teachers but replace the PS 2 principal. Because of the current PS 2 principal's genuine love for her students and sincere desire to help them succeed, it was difficult to apply for a grant that required her removal. However, PS 2's NYSED classification as a *Priority School* for its underperformance is indisputable, and TCSD had to make the decision that was in the best interest of its children. The School Improvement Grant (SIG) can afford PS 2 invaluable resources that will not only result in its own advancement but will potentially serve as a model for other district elementary schools. Moreover, after the committee reviewed the capacity, strengths and needs of the school, it became increasingly convinced of the compatibility of the Transformation Model with TCSD's and PS 2's goals. The committee also researched schools with similar demographics but exemplary student achievement, such as the "90/90/90" schools in Douglas B. Reeves's study, Geoffrey Canada's Harlem Children Zone's Promise Academy (Charter School) and the Houston Public Schools in Roland Fryer's study. In examining the systems and structures in these successful schools, the committee also believed that the Transformation Model would better enable PS 2 to adapt and tailor these into its unique school framework. After the Transformation Model was officially selected, the TCSD senior leadership had to meet with the TTA and CSEA and specify the contractual nuances that would need to be adjusted in order to successfully implement the critical new design elements of PS 2.

II. School-Level Plan: D. School Leadership

D. School Leadership:

i. Troy City School District (TCSD) recognizes the vast implications of school leadership and how essential an effective building leader is to the success (or failure) of a school. Therefore, it seeks to find and secure a principal who embodies the characteristics of and engages in the professional practices of effective school leaders as outlined by distinguished educational researchers, such as Michael Fullan, Douglas B. Reeves and Tony Wagner. Fullan emphasizes a principal's need for 1) Moral Purpose, 2) Understanding Change, 3) Building Relationships, 4) Creating and Sharing Knowledge, 5) Making Coherence and 6) Capacity Building. Given the dire state of PS 2's student achievement, the new principal of PS 2 will not merely have a professional obligation to improve this but rather a moral imperative. Moreover, he/she will have to pursue change very shrewdly, respectfully acknowledging the past while skillfully honing the existing capacity into the future. The new PS 2 principal will also have to demonstrate the ability and take the time and effort to build relationships. Greatly improving student achievement will be utterly impossible if the faculty and staff do not believe in, trust and feel vested in and by the school leader. Also, the new PS 2 principal must possess experience in developing school-wide systems and structures for constructing and disseminating knowledge, as well as managing multiple and simultaneous initiatives and rallying support and genuine belief in all. Lastly, and maybe most importantly, the new PS 2 principal needs to prove his ability to build capacity, particularly "getting the Right People in the Right Seats on the Bus" as Fullan asserts. A successful school requires all members to effectively do their jobs while also ever collaborating and reflecting with one another to monitor and adjust as necessary. In addition to the characteristics highlighted by Fullan, the new PS 2 principal should exemplify the practices underscored by Reeves. Reeves expounds upon the most promising practices of effective school leaders with populations of students who have minimally 90% free or reduced lunch students (poverty indicator), are 90% ethnic minority and who 90% meet or exceed standards in student achievement. These include 1) Focus on Academic Achievement 2) Clear Curriculum Choices 3) Frequent Assessment of Student Progress and Multiple Opportunities to Learn 4) Emphasis on (Informative) Writing and 5) External Scoring. If the new PS 2 principal can successfully implement these practices, she will certainly enable the faculty to better foster greater student academic gains. Lastly, TCSD endeavors to hire a principal for PS 2 who can achieve a balance of: sharing a vision of the goals of learning, good teaching and assessment; provoking a sense of urgency for change; building mutually trusting relationships and employing engagement strategies that promote commitment over compliance. This balancing act references the approach outlined by Tony Wagner in "An Action Theory of School Change." Wagner's approach creates a framework for the new PS 2 principal in which Fullan's characteristics and Reeves's practices can manifest. In addition, the new PS 2 principal must possess core competencies in Data Driven Inquiry (DDI), Data Driven Decision Making, 6 Tenets of the Diagnostic Tool for School and District Effectiveness, and Common Core State Standards (CCSS) and would also ideally have professional experiences involving major reform initiatives and school turnaround or both. Lastly, TCSD needs the new PS 2 principal to be adept at cultural responsiveness in order to best serve the school's students and families. Given that TCSD hires a new principal for PS 2 that can embody, embrace and employ all of the aforementioned attributes and actions, PS 2 will be poised for success.

ii. At this time, TCSD cannot identify a specific person who will serve as the PS 2 principal.

iii. Because TCSD must wait to seek a new principal for PS 2, it has developed a comprehensive plan to attract and appoint a talented and promising principal who can lead PS 2 to dramatic improvement in student achievement and building efficacy. First, the PS 2 Hiring Committee will create a clear and precise job posting that identifies specific characteristics, skill sets and experiences that PS 2 is seeking in a new principal. Then, as was aforementioned in Section I.d.i., TCSD will be conducting a comprehensive search and advertising the posting in multiple outlets, including but not limited to the TCSD website, Empires State Supervisors and Administrators Association (ESSAA) and ASCD (formerly the Association for Supervision and Curriculum Development) website. This should ensure that the PS 2 Hiring Committee receives a diverse range of candidates that can each potentially bring unique attributes and facets to the position. Once the senior district leadership reviews the application and selects candidates, the School 2 Hiring Committee, consisting of representatives from all constituents, will begin conducting interviews (tentatively scheduled for mid April). The TCSD Superintendent and Assistant Superintendent of Curriculum and Instruction (ASCI) will conduct the final interviews, and the new PS 2 principal is tentatively set to be selected by early May. This will ensure that he has adequate time to become familiar with the school context and begin reviewing and shaping the existing School Improvement Grant (SIG) Plan.

iv. Although PS 2 does not currently have an assistant principal (nor does TCSD plan to appoint one in the near future), TCSD does presently have a principal assistant in place. This position may remain or be replaced with a pedagogue that could act more as a *Dean of Students*. The person in this position would manage the day to day behavioral issues and effectively engage the community while being culturally responsive and developmentally appropriate. This would reduce the non-instructional interruptions the new PS 2 principal receives and enable her to primarily serve as the *instructional* leader of the school. In addition to the principal assistant or *Dean of Students*, the principal will also have the support of the School Improvement Management (SIM) Team. As was aforementioned, the SIM team is comprised of the Coordinator for Grants and Funded Programs, the Response to Intervention Coordinator and the English Language Arts Curriculum Leader. The SIM team was selected for their distinct, respective and complementary skill sets and expertise and will assist the principal in preparing for the required monthly SIM conference calls, creating monthly and quarterly reports on school progress and supporting grade level coaches.

v. Due to the nature and extent of the PS 2 staffing changes, there will be limited previously staffed “leaders;” however, TCSD is confident that with its comprehensive SIG Plan, many leaders will emerge quickly and develop (and multiply) over time. Obviously the PS 2 principal will be new since this is a requirement of the Transformation Model, but the extensive and rigorous search for a highly qualified candidate should ensure that this new school leader will be efficacious. Moreover, the new PS 2 principal will, again, be supported by the SIM team to provide added stability and guidance. TCSD is also incorporating seven new coaching positions that will be offering explicit instructional support to PS 2 faculty, which will be in addition to the existing literacy coach that TCSD will maintain from the original PS 2 faculty and who can serve as a *bridge* for “old” and “new” PS 2 faculty (depending on who will be hired in these new

positions). The current PS 2 literacy coach has demonstrated her openness to learning, trying and sharing new instructional methods, as well as a willingness to collaborate with building and district leaders. Lastly, TCSD anticipates that its plan to rehire the entire PS 2 faculty via an internal search to all district elementary teachers and rigorous selection process will actually facilitate greater faculty *buy-in* and ownership because teachers will be informed in advance of the heightened professional expectations and be *choosing* to join the new PS 2 community.

II. School-Level Plan: E. Instructional Staff

E. Instructional Staff:

i. PS 2 currently has two teachers per grade, Kindergarten through 6. However, separate and apart from Troy City School District's (TCSD) pursuit of the School Improvement Grant (SIG), the TCSD Board of Education (BOE) motioned and approved permanently removing all sixth grades from all elementary schools and transferring them into the middle school. (TCSD is finishing a three year capital project that involved a complete remodeling of the middle school facility, which was purposefully designed to accommodate three grades, 6-8.) Therefore, next year PS 2 will have a minimum of two teachers per grade, Kindergarten through 5. At this time, PS 2 possesses a mix of new and long-standing staff who, despite wanting to improve teaching and learning, has struggled to do so. As was highlighted in PS 2's School Quality Review (SQR), PS 2 teachers have felt overwhelmed with the number and magnitude of new initiatives-both state mandated and district directed. The gap between faculty intention and delivery has greatly informed TCSD's decision to select the SIG Transformation Model because it recognizes that teachers with both high skill and high will exist within the district, and TCSD wants the opportunity to utilize and develop these teachers for the benefit of PS 2 students. Furthermore, as was also aforementioned, in addition to this newly selected faculty, PS 2 will also be receiving seven new additional coaches: six Grade Level Coaches and one Special Education coach, which are in addition to the one existing literacy coach. These coaches, who will be led by the new PS 2 principal and supported by the SIM team, will transfer the knowledge and skills they receive from both onto their respective teachers and will actually systematically co-teach with their teachers. TCSD's SIG Plan is grounded in building capacity through distributive leadership in order to develop a self-sustaining professional community.

ii. TCSD remains committed to hiring the best possible people for its newly created positions; consequently, it has developed explicit criteria to seek when selecting the individuals who will be appointed to each of the following additional roles:

1. Grade Level Coaches must be extremely well versed in the grade level content and have demonstrated curriculum development and literacy strategy expertise; should possess a strong understanding of the Common Core State Standards (CCSS) and evidence of past pursuit of CCSS training and willingness to enhance familiarity and dexterity with CCSS; must exhibit developmentally appropriate and culturally responsive practices; should demonstrate the ability to develop Data-Driven Instructional (DDI) practices; have knowledge of the 6 Tenets of the Diagnostic Tool for School and District Effectiveness must be an effective communicator and possess the leadership skills that inspire and cultivate teacher ownership of student learning.

2. Special Education Coach- must be extremely familiar and comfortable with all grade level content and have demonstrated curriculum modification and intervention strategy expertise; should possess a strong understanding of Response to Intervention (RtI) and evidence of past pursuit of RtI training and willingness to enhance familiarity and dexterity with RtI; must exhibit developmentally appropriate and culturally responsive practices; should demonstrate the ability to develop Data-Driven Instructional (DDI) practices; must be an effective communicator and possess the leadership skills that inspire and cultivate teacher ownership of student learning.
3. Grade Level Teachers- must be well versed in the grade level content and have demonstrated familiarity with curriculum mapping and sound literacy strategies; should possess, minimally, a baseline foundation of the Common Core State Standards (CCSS) and evidence of past pursuit of CCSS training and willingness to enhance familiarity and dexterity with CCSS; must exhibit developmentally appropriate and culturally responsive practices; should demonstrate at least the willingness to develop Data-Driven Instructional (DDI) practices (though preference would be evidence of actual past experience); must demonstrate past evidence of consistent professional collaboration, as well as taking initiative for and ownership of student learning.

iii. TCSD recognizes the sensitive nature of such a significant change to the school makeup and culture; therefore, it has developed a gradual process for informing and transitioning the PS 2 instructional staff and larger school community. First, TCSD Superintendent and Assistant Superintendent of Curriculum and Instruction (ASCI) will be meeting with the whole PS 2 faculty and staff to provide an overview of the approaching changes. The Superintendent will highlight the student achievement data that underscores the rationale for why PS 2 must undergo such drastic transformation, and the ASCI will describe the new organizational chart (including the new positions being added) and the corresponding instructional model. This initial meeting will be followed by additional meetings with grade level teams, involving both the ASCI and School Improvement Management (SIM) team, in which further details will be given about the school restructuring and hiring processes.

iv. TCSD understands that a strong faculty is mission critical for PS 2's success; as a result, it has developed a comprehensive selection process for appointing new teachers. First, as soon as TCSD receives communication of its approved SIG, the district will begin reviewing the Annual Professional Performance Review (APPR) evaluations of all its elementary school teachers, as well as their student achievement data, and encourage the most effective teachers to apply for the positions. Second, the TCSD will post the positions internally and include a very explicit description of new additional professional responsibilities, working conditions and expected paradigms of the new teaching positions (longer school day, ongoing professional development starting early May, mandatory summer professional development, increased professional development time throughout academic year, mandatory professional collaboration, etc.). Third, TCSD will conduct rigorous interviews that include individual interviews with scenario tasks. Although TCSD knows its SIG Plan and projected actions are rooted in its notion of what best serves PS 2 students, it also acknowledges that some PS 2 teachers, families and community members may negatively perceive the new Transformation Model. Therefore, TCSD will be proactively countering these misguided notions by developing and administering a comprehensive public relations campaign that highlights all the promising practices and aspiring

vision of the newly constructed PS 2 Transformation Model. This campaign will seek to attract highly qualified TCSD faculty, excite PS 2 students and families, as well as strengthen community support. In addition, TCSD must also prepare for the possibility that there may be an underwhelming interest from TCSD elementary school teachers to apply to these positions. However, it plans to prevent this by incentivizing positions (with stipends, added professional development and the aforementioned substantial PR), as well as by having incorporated the TTA in developing the selection criteria. TCSD remains optimistic that many of its elementary school teachers will rise to the call for building an optimal educational environment for PS 2 students and their families.

II. School-Level Plan: F. Partnerships

F. Partnerships:

i. Troy City School District (TCSD) has secured three major partner organizations that will be utilized to provide critical services for the successful implementation of the new PS 2 school design. The following descriptions explain who TCSD's partners are and what they will do:

1. Capital Area School Development Association (CASDA): is the local leading expert for school improvement and has been involved with numerous successful school improvement efforts in the past; has an established relationship with TCSD already through its transformational work with drafting School Educational Plans for other TCSD elementary schools. Moreover, CASDA has demonstrated success in improving other local school districts, such as Amsterdam, Albany City, Gloversville, Hudson City, Kingston, Newburgh and Peekskill. CASDA has provided COMPASS, leadership and relationship building training to district administrators in the past and will ensure an effective leadership professional development continuum; has provided professional development in reading strategies for literacy coaches and teachers and will continue in this endeavor; will embed professional development on coaching model for new Grade Level Coaches.
2. Questar III: is the prominent local organization for instructional support; has an established relationship with TCSD through its work with teachers on the Common Core State Standards (CCSS) and professional development in effective instructional practices; they will continue to provide teachers with training in these areas and build faculty capacity to increase student learning and achievement.
3. Commission of Economic Opportunity (CEO): is part of a larger system of Community Action Agencies throughout New York State and has a primary mission of preserving and advancing the self-sufficiency, well-being and growth of individuals, children and families through education, guidance and resources; will provide the Home-School Coordinator (HSC) and a Mental Health Counselor (MHC); the HSC will act as a liaison for students and families to additional resources, and the MHC will serve as a source for addressing the social-emotional needs of PS 2 students.

ii. Please see ATTACHMENT C.

iii. TCSD recognizes that partnerships are only as strong as the outcomes they help produce. Therefore, TCSD will be developing clear accountability structures with each of its partnership organizations. First, TCSD will meet with partners to review baseline data, establish clear collective goals and delineate roles and responsibilities of the respective parties. Second, TCSD will create a calendar of monthly meetings for *ground level* members of PS 2 and the partner organizations to engage in progress reporting, challenge sharing and problem solving. Third, TCSD will create a calendar of periodic meetings for more senior leadership from TCSD and the partner organizations to ensure that all goods and services pledged by these partners are being delivered satisfactorily.

II. School-Level Plan: G. Organizational Plan

G. Organizational Plan:

i. Please see attached organizational chart that identifies the management and team structures, and lines of reporting.

ii. Troy City School District (TCSD) has developed an organizational structure for PS 2 that creates a system of both support and accountability. The following descriptions provide a general understanding of each role, its responsibilities and daily activities:]

1. Principal- will be responsible for managing the daily operations of the building while also being the primary instructional leader of the school; will be conducting learning walks and/or informal observations of classrooms on a *daily* basis and documenting these for enlightening professional conversations with teachers, concerning Annual Professional Performance Review (APPR) areas; will be collecting and analyzing data *daily* to prepare for weekly reports of progress and Data Driven Decision Making.
2. Grade Level Coaches (GLCs)- will be responsible for supporting their respectively assigned teachers; will be meeting with their teachers on a *daily* basis and co-teaching with one of them (alternating every other day with each) *daily*; will be developing Common Core State Standards (CCSS) scaffolds to present to their teachers; will be collecting and analyzing data to prepare for weekly grade team meetings
3. Special Education Coach (SpEdC)-will be responsible for supporting their respectively assigned teachers; will be meeting with their teachers on a daily basis and co-teaching with one of them; will be developing Response to Intervention (RtI) scaffolds to present to their teachers; will be collecting and analyzing data to prepare for -weekly grade team meetings
4. Grade Level Teachers (GLTs)- will be primarily responsible for providing meaningful, effective instruction to PS 2 students; will be utilizing their daily prep period to plan, reflect upon and modify lessons to ensure alignment with CCSS and differentiation of instructional strategies to meet the needs of diverse learners; will be collecting and analyzing data to submit to and review with GLCs

iii. Although this is the first year that TCSD has fully implemented the APPR throughout all schools with all teachers, it is in its second year with some elementary and middle school

teachers (grades 3-8). As a result, TCSD has been continuing to hone its administrators' skills in providing quality teacher feedback that seeks to improve teaching and learning, and ultimately yields greater student achievement. Equipped with ongoing professional development and district level support, the PS 2 principal will be responsible for scheduling all teacher observations, conducting a majority of these observations, delegating the remaining observations and writing the final evaluations of all faculty members. The PS 2 principal will share evaluation responsibilities with members of the School Improvement Manager (SIM) team; however, he will lead the endeavor of norming the teaching expectations and levels of defined proficiency. First, prior to any formal (or informal) observation, the new PS 2 principal and SIM team will have reviewed the APPR expectations, evaluation form and rubric, as well as developed a collective understanding of these documents' meaning and application. This will ensure that PS 2 administration and faculty possess a clear understanding of what good teaching and learning are, as well as a common language with which they can continue to discuss, explore and strengthen their collective practice. Second, the PS 2 principal will create and distribute a tentative calendar of formal observations to begin in the middle of October and continue throughout the late spring. Third, the PS 2 principal will devise an "internal" calendar of learning walks and informal observations that will begin in September and continue through June. This will remain confidential within the PS 2 principal and the SIM team who will be conducting these learning walks and observations. Fourth, the PS 2 principal will invite PS 2 faculty to engage in a self-reflection for all formal observations, and thus, assign scores (supported by evidence) for their performance, which will be integrated into the post-observation conference. Lastly, the PS 2 principal will adhere to all TCSD and NYSED deadlines for documentation and submission of formal evaluations. Moreover, she will discuss her process and experiences with the Assistant Superintendent of Curriculum and Instruction (ASCI) in order to strategize for coaching and aligning professional development to the needs of the faculty.

iv. Please see attached Calendar of Observation Schedule

II. School-Level Plan: H. Educational Plan

H. Educational Plan:

i. Troy City School District (TCSD) adopted a district-wide literacy program in the 2011-2012 school year that teaches skills and strategies for reading and writing. The curriculum is designed to optimize teacher response to student needs and talents in students' journey to become effective readers and writers. Scott Foresman's *Reading Street* is an anchor for the K-6 curriculum. It is a research-based literacy program with a scope and sequence aligned to the Common Core State Standards (CCSS). Reading skill and strategy instruction is explicit, based on assessed needs and systematically designed to lead students to reading and writing independence. *Go Math* functions similarly for the CCSS in Mathematics as *Reading Street* does for CCSS in English Language Arts (ELA). This new district-adopted textbook series stresses students developing a deeper understanding of the mathematical concepts rather than merely memorizing formulas. Procedural and application strategy instruction is also explicit, based on needs and systematically designed to lead students to problem solving independence. A district pacing guide was also developed to align with New York State and district requirements and programs. Six major common assessments are required throughout the school year with major concentration occurring

in the time period from November to March. TCSD is confident that the district-wide curriculum and Reading and Mathematics programs will provide new PS 2 faculty with a solid foundation with which they can build upon and tailor to the unique needs of its students. In addition, this will be followed by curriculum maps for science and social studies. In order to ensure alignment to the CCSS, the curriculum process will be as follows:

1. All faculty will receive comprehensive training in the CCSS
2. English Language Arts (ELA): With district support, teachers will conduct a CCSS “crosswalk” with current curriculum (*Reading Street, Kindergarten-5*) to identify and address any gaps in content and skills
3. Mathematics: With district support, teachers will conduct a CCSS “crosswalk” with current curriculum (*Go Math, Kindergarten-5*) to identify and address any gaps in content and/or skills
4. All faculty will update and complete curriculum maps for ELA, Math, Science and Social Studies to ensure full alignment to CCSS with cross-curricular lessons and assessment
5. TCSD and PS 2 will begin to develop a *Lesson Bank* that corresponds to specific CCSS objectives and can be accessed and expanded upon by PS 2 faculty

ii. TCSD has already begun brainstorming the specific instructional strategies that all of its elementary schools, including PS 2, will be incorporating into the new school year. These strategies are designed to specifically address the 6 instructional shifts for ELA and for Mathematics; they are comprised of the following:

1. ELA Shift 1- Balancing Informational and Literary Texts
Within the 90 minute literacy block and 60 minute intervention blocks, there are several opportunities for teachers in both required and elective areas to expose students to various culturally responsive texts, including an equal distribution of fiction and non-fiction. Teachers will utilize direct whole group instruction in order to scaffold guided and indirect, independent practice.
2. ELA Shift 2- Knowledge in the Disciplines
Through experiential learning and close readings of various texts, teachers will elicit responses that promote and develop critical thinking skills across all content and elective areas and require students to justify and synthesize ideas with evidence from the texts.
3. ELA Shift 3- Staircase of Complexity
Teachers’ instructional strategies (read aloud, modeling, dialogue w/teachers and each other) will include regular thorough (close) readings of specific culturally responsive, grade level passages in order to foster deeper meaning of vocabulary, sentence structure, context and author’s purpose. Elective area teachers will employ these same strategies, making explicit connections to their specific disciplines.
4. ELA Shift 4- Text Based Answers
Content area and elective teachers will utilize instructional strategies that engage students in Accountable Talk with the teacher and each other to ensure that their expression of knowledge is explicitly based on the text. Simultaneously, they will consistently embed cultural connections, and these connections will be grounded in all practices.

5. ELA Shift 5- Writing from Sources

Content area and elective teachers will employ instructional strategies and embed cultural connections that underscore the importance of rooting all (written) short and extended responses in explicit references to the text(s). Moreover, teachers will cultivate rich classroom dialogues that serve to scaffold writing vocabulary, sentence construction and text-based arguments.

6. ELA Shift 6- Academic Vocabulary

Grade level coaches will set up horizontal Tier 2 and Tier 3 vocabulary instruction for their grade level across all curricula. All grade level coaches will create a vertical plan that encompasses the classroom word walls so that each year of vocabulary instruction will build upon the previous year and create a cohesive continuum of vocabulary development.

7. Math Shift 1- Focus

Within the 60 minute math block and 30 minute intervention blocks, teachers are concentrating greater amounts of time on mini lessons and students practice for concepts that are prioritized in CCSS. Teachers will utilize direct whole group instruction in order to scaffold guided and indirect, independent practice.

8. Math Shift 2- Coherence

Teachers will introduce lessons and units by first activating students' prior knowledge and explicitly citing connections from previous grade levels and to future grade levels, reinforcing vertical alignment and engaging in spiral review.

9. Math Shift 3- Fluency

Teachers' instructional strategies will include incorporating a minimum of 15 minutes daily for *Mad Minutes* (a test of basic arithmetic facts for speed and accuracy). They will also utilize *Soar to Success*, a computer program that allows for Data Driven Instruction (DDI)

10. Math Shift 4- Deep Understanding

Teachers will utilize instructional strategies that model multiple pathways to solve problems and determine correct answers. Furthermore, the *Go Math* book includes mid-chapter checkpoints that enable *students* to self-assess and direct them to interventions they can pursue independently; teachers will supplement student self-pursued interventions with their own interventions.

11. Math Shift 5- Application

Teachers' instructional strategies will entail providing explicit scaffolds for the multiple entry points into problem solving, requiring students to practice these various approaches, then allowing them to select one and justify their rationale aloud or in writing. Teachers will incorporate situational word problems that prompt students to apply mathematical concepts to everyday life situations.

12. Math Shift 6- Dual Intensity

Teachers will utilize both the math blocks and intervention blocks to provide students with specific strategies for deconstructing word problems in order to identify key concepts and determine logical procedures

In addition, progress monitoring will take place on a regular basis to determine the levels of all students and the necessary supports. Specifically, PS 2 will seek to systematically assess student

learning, adjust instruction accordingly and monitor student progress. It entails a cycle of “Planning,” “Doing,” “Checking” and “Acting.” The specific 8 steps are:

1. Test Score Disaggregation- breakdown scores by students and standards
2. Time Line Development- create a timeline for instruction (with specific standards in need of focus) and assessment by team
3. Instructional Focus- develop in more detail the precise instructional strategies and delivery methods
4. Assessment- in addition to periodic common assessments, incorporate 4 item assessments that can easily be reviewed, analyzed and quantified
5. Tutorials- provide as necessary
6. Enrichment- offer as necessary
7. Maintenance- incorporate spiral review of past objectives
8. Monitoring- assess performance of Steps 1-7 and conduct and examine internal surveys

These steps were developed based upon the success of the Brazosport Independent School District’s 8 Step Plan. Therefore, TCSD believes that PS 2’s commitment to the strategies outlined in this section will greatly enhance its capacity to dramatically improve student achievement.

iii. Please see attached calendars.

Although PS 2 will still meet its 180 school day requirement, it will implement these days differently than the other TCSD elementary schools. Specifically, students will begin school one day earlier than the rest of the district and will not be in session when other schools are in session or have substitute teachers in classrooms (so teachers can have whole day professional development days). As was aforementioned and outlined in Section I.b.i., PS 2 will be extending learning time and restructuring the instructional breakdown of each day. For instance, PS 2 students will receive the traditional 90 minute reading block with a 30 minute reading intervention block, but PS 2 will be integrating 30 additional minutes of intervention to this block (for a total of 60 minutes for reading intervention). In addition, PS 2 students will also receive the traditional 60 minutes of math instruction, combined with an additional 30 minutes of math intervention. Again, although the district expectation is that all elementary schools incorporate social studies and science instruction in the remaining times, PS 2 will be doing so, explicitly, on a daily basis for 30 minutes. Furthermore, the school day itself will be extended by two hours, and this time will be specifically utilized to provide additional academic support and enrichment, as well as to instill character education (a component that will be developed by the school community). It should be noted that during all intervention blocks, students will receive targeted assistance that is differentiated based upon the ongoing needs assessments. The intention is to accelerate student learning by providing individualized academic supports. Lastly, PS 2 will integrate two Saturdays per month: one focused on strengthening academic support of parents for students and one focused on building community amongst students, families and faculty.

iv. TCSD understands the importance of engaging in Data Driven Instruction/Inquiry (DDI) and has, consequently, invested significant human and fiscal resources into ensuring its school

leaders and faculties become increasingly skilled at DDI. Therefore, PS 2 will be involved in a constant cycle of collecting, analyzing and reporting data in order to modify curriculum and instructional strategies, as well as create and adjust school policies. Teachers will be administering brief daily and weekly formative assessments to gauge individual and collective student understanding of class learning objectives. They will utilize this data to adjust instructional planning and practices, as well as share this data with Grade Level Coaches and at Grade Level Team meetings, which will occur weekly. PS 2 will administer common assessments every four to six weeks, and these results will be analyzed and discussed during the monthly *full day* grade level and whole faculty meetings. Furthermore, the new PS 2 principal or School Improvement Management (SIM) team will meet individually with teachers to review individual teachers' classes and strategize on how to increase student achievement with their particular students.

v. TCSD recognizes the comprehensive nature of education, and that schools are no longer solely responsible for mere academic instruction but rather must also account for the social-emotional needs of their students. TCSD expects that PS 2 will meet both students' academic and social-emotional needs by providing effective student supports and creating a systematic means to identify at-risk students and implement the most constructive interventions. Therefore, PS 2 will be building in regular structures and times for the principal, faculty, HSC and MHC meet and discuss students at risk of academic failure, disengagement and health issues. First, PS 2 will seek to eliminate *academic failure* altogether by reexamining and reconstructing its grading policy. In an effort to incorporate research-based practices for student success, PS 2 will be consciously creating what Doug Reeve's refers to as *Multiple Opportunities to Learn* (MOL). The consequence of students not meeting a standard will not simply be a *failing grade* but rather a requirement to review, re-learn and re-practice until proficiency is gained. However, despite a concerted effort to provide students with MOL, students who are experiencing distinct difficulty will be identified by grade level and special education teachers on a weekly basis when they meet with Grade Level Coaches and/or the Special Ed Coach. At this time, teachers and coaches will devise specific interventions to be utilized for students during the Intervention blocks and extended day time, as well as any additional supports. As for concerns with student disengagement, in the elementary setting this is usually confined or attributed to family issues. Therefore, PS 2 would likely entrust the HSC to investigate these concerns with students' families, resolve what the primary issue is and connect them with an appropriate resource to rectify the situation. The recommendations for these investigations would come directly from pupil accounting, as well as teacher recommendation from weekly meetings. Lastly, during weekly Grade Level Team meetings, teachers can also convey concerns about any student's health issues, and particularly mental health issues. These concerns would immediately be brought to the MHC's attention who would first determine the degree of seriousness, then devise an action plan that involved engaging parents and identifying the appropriate resources to support the student's needs.

vi. TCSD continues to prioritize creating and sustaining a safe and orderly school environment. Although PS 2 will continue to reference and enforce the TCSD Student Code of Conduct, it seeks to build a supplementary discipline system that derives from a foundational belief that all students can and *want* to learn and that all students possess unique backgrounds, passions and gifts that when acknowledged and cultivated, yield in greater student self-efficacy and

achievement. As a result, when the new PS 2 principal and faculty are appointed and come together, they will brainstorm different incentive programs that will encourage students to 1) attend school daily and punctually, 2) to strive for academic excellence, 3) to support and elevate their peers 4) to respect and honor the staff and 5) to exercise their creativity and individuality. Moreover, they will develop a comprehensive *ladder of discipline* that ensures teachers are exhausting all strategies to keep students *in* the classroom first and outlines what the follow up steps will be (for both teacher *and* student) when students must be removed from class. PS 2 will also establish a more accurate and efficient method of discipline record keeping. As PS 2 begins to establish baseline data for discipline, it can begin to create goals to improve interventions and reduce incidents. Lastly, PS 2 will rely heavily upon the new Home-School Coordinator (HSC) and Mental Health Counselor (MHC) positions to help identify students whose behavioral issues may be stemming from challenges that require additional or external services that PS 2 is ill-equipped to provide. The HSC and MHC will direct students and families to the appropriate resources to address issues as expeditiously as possible.

vii. TCSD is particularly excited about how the School Improvement Grant (SIG) can enhance PS 2's ability to engage parents and the community. PS 2 plans to incorporate two Saturday learning opportunities *every* month. One Saturday will be specifically geared towards equipping parents to engage in their children's learning by providing workshops that explicitly show parents how they can support their children's academic progress. The other Saturday will be focused on building school community and inviting the larger Troy community to participate in PS 2's success. TCSD envisions events that would enlighten families about health issues, economic opportunities and community development, as well as provide families with time and context for recreational enjoyment and strengthened relational bonds. TCSD remains committed to strengthening parent and community engagement for the benefit and success of its PS 2 students.

II. School-Level Plan: I. Training, Support and Professional Development

I. Training, Support and Professional Development:

i. Due to the Transformation Model's prerequisite of replacing the current principal, Troy City School District (TCSD) could only involve the remaining staff in the School Improvement Grant (SIG) planning. However, because TCSD has decided to internally advertise for all PS 2 faculty positions (opening these to both existing PS 2 faculty and all other elementary school teachers), TCSD has approached the integration of multiple constituents through "representatives" for each group. Therefore, as was aforementioned, TCSD has included representatives from the district office, the Troy Administrative Association, Troy Teachers Association, PS 2 Parent Teacher Organization and the TCSD Board of Education (BOE). Through various forums and meetings, TCSD gathered and utilized the expertise of its various constituents to address specific components of the SIG and construct the most comprehensive and compelling application possible.

ii. Please see Pre-Implementation Period Chart.

Coaching/Leadership: Much of this reform initiative is reliant on the capacity to lead. In an effort to enhance and sustain sound leadership, on-going technical support will be provided by CASDA our educational partners.

Coherence of Building Mission:

According to Michael Fullan (Leading in a Culture of Change, 2001), *Coherence Making* involves "... seeking to encourage change while providing a sense of direction that diminishes anxiety and stress." Therefore, through the direction and support of both the school principal and district leadership, PS 2 faculty will actively seek understanding of the building mission and ways in which to facilitate, evaluate, and sustain it.

Character Education:

In an era of *Dignity for All Students*, both schools and districts alike have an obligation to foster positive character attributes. Such qualities should be embedded in daily instructional and behavioral practices. In addition, these practices should be overtly evident within the school culture. Sound character education should be cultivated in manner that is readily internalized by all learning community members.

Cultural Responsiveness:

In serving the needs of diverse populations, it is imperative to be culturally responsive. Cultural Responsiveness allows for high-levels of student achievement and empowers groups of students, especially those who are marginalized. Cultural Responsiveness considers and responds to the racial and class achievement gap, as well as disproportionate representations (e.g., SPED, discipline structures) etc. In culturally responsive classrooms and schools, effective teaching and learning occur in a culturally-supported, learner-centered context, whereby the strengths students enter into school with are identified, nurtured, and utilized to promote student achievement.

Data Driven Instruction:

Instruction grounded in sound data maximizes instructional and learning outcomes. Data Driven Instruction (DDI) allows for targeted, intentional instruction because teachers are purposefully assessing students, reviewing the data, modifying practice and monitoring progress. DDI is essential to students achieving proficiency across content areas.

6 Tenets of the Diagnostic Tool for School and District Effectiveness:

These six tenets define clear expectations of what effective and highly effective schools look like. Understanding the *Six Tenets* and *Statements of Practices* is essential in transforming the school and achieving student proficiency across all content areas.

Response to Intervention:

Response to Intervention (RtI) is a process in which teachers provide students with the instructional and behavioral support (i.e., interventions, accommodations, and modifications) needed to enhance student learning and increase achievement. RtI is designed to be responsive to *all* learners' strengths and challenges. This is demonstrated through: careful data collection and

analysis; high-quality, differentiated, culturally and linguistically responsive instruction; tiered interventions and frequent progress monitoring. When implemented with fidelity and integrity, students will receive the necessary supports in a timelier manner, thus decreasing the number of students referred for Special Education.

Differentiated Instruction:

Instruction that is differentiated tailors to fit the needs, strengths, interests and styles of all students. It is instruction that is cognizant of individual learners. Differentiation can occur through modifying the: content, process, product, and learning environment, as well as providing multiple opportunities to address learners in a responsive manner.

ELA & Math Common Core State Standards:

The Common Core State Standards (CCSS) have been designed to provide rigorous content and application of knowledge through higher-order skills. The Common Core State Standards (CCSS) focus on conceptual understandings and procedures across curriculum domains; moreover, literacy skills are embedded throughout the standards. The implementation of CCSS is part of the Regents Reform Agenda, which adheres to the state mandate

iii. Please see Year One Implementation Period Chart.

Rationale for Selected Professional Development (Year 1 Sept.2013-August 2014):

Data Analysis:

Analysis of data is imperative to making data informed decisions. Data analysis allows for meaningful reflection and promotes improved, sustained practices.

Fountas and Pinnell Assessment Analysis:

Analysis of Fountas and Pinnell assessments will allow for a better understanding of students' reading deficits/strengths. Such analysis will enrich reading instruction. Planning and instructional materials should reflect analysis.

Professional Learning Communities:

Professional Learning Communities (PLCs) are collaborative groups committed to student learning and vested in school improvement. PLCs demonstrate a shared responsibility and collective ownership for student learning and instruction. Common practice and group inquiry help sustain improvement through strengthening connections among teachers, meaningful discourse about professional practice, and helping teachers build on one another's expertise (McREL, 2003).

Coherence of Building Mission:

According to Michael Fullan (Leading in a Culture of Change, 2001), *Coherence Making* involves "... seeking to encourage change while providing a sense of direction that diminishes anxiety and stress." Therefore, through the direction and support of both the school principal and district leadership, PS 2 faculty will actively seek understanding of the building mission and ways in which to facilitate, evaluate, and sustain it.

Character Education:

In an era of *Dignity for All Students*, both schools and districts alike have an obligation to foster positive character attributes. Such qualities should be embedded in daily instructional and behavioral practices. In addition, these practices should be overtly evident within the school culture. Sound character education should be cultivated in manner that is readily internalized by all learning community members.

Culturally Responsiveness:

In serving the needs of diverse populations, it is imperative to be culturally responsive. Cultural Responsiveness allows for high-levels of student achievement and empowers groups of students, especially those who are marginalized. Cultural Responsiveness considers and responds to the racial and class achievement gap, as well as disproportionate representations (e.g., SPED, discipline structures) etc. In culturally responsive classrooms and schools, effective teaching and learning occur in a culturally-supported, learner-centered context, whereby the strengths students enter into school with are identified, nurtured, and utilized to promote student achievement.

Data Driven Instruction:

Instruction grounded in sound data maximizes instructional and learning outcomes. Data Driven Instruction (DDI) allows for targeted, intentional instruction because teachers are purposefully assessing students, reviewing the data, modifying practice and monitoring progress. DDI is essential to students achieving proficiency across content areas.

6 Tenets of the Diagnostic Tool for School and District Effectiveness:

These six tenets define clear expectations of what effective and highly effective schools look like. Understanding the *Six Tenets and Statements of Practices* is essential in transforming the school and achieving student proficiency across all content areas.

Response to Intervention:

Response to Intervention (RtI) is a process in which teachers provide students with the instructional and behavioral support (i.e., interventions, accommodations, and modifications) needed to enhance student learning and increase achievement. RtI is designed to be responsive to *all* learners' strengths and challenges. This is demonstrated through: careful data collection and analysis; high-quality, differentiated, culturally and linguistically responsive instruction; tiered interventions and frequent progress monitoring. When implemented with fidelity and integrity, students will receive the necessary supports in a timelier manner, thus decreasing the number of students referred for Special Education.

Differentiated Instruction:

Instruction that is differentiated tailors to fit the needs, strengths, interests and styles of all students. It is instruction that is cognizant of individual learners. Differentiation can occur through modifying the: content, process, product, and learning environment, as well as providing multiple opportunities to address learners in a responsive manner.

Developmentally Appropriate Practice:

Developmentally Appropriate Practice (DAP) is a child-centered approach grounded child-development research. DAP honors the stages of development through developmentally responsive instruction and practices. Optimal learning occurs when DAP is coupled with rigorous, achievable learning goals.

ELA & Math Common Core State Standards:

The Common Core State Standards (CCSS) have been designed to provide rigorous content and application of knowledge through higher-order skills. The Common Core State Standards (CCSS) focus on conceptual understandings and procedures across curriculum domains; moreover, literacy skills are embedded throughout the standards. The implementation of CCSS is part of the Regents Reform Agenda, which adheres to the state mandate.

iv. PS 2 will constantly be engaging in a cycle of data collection, analysis and decision making. This also includes data to inform the kinds of professional development (PD) offered to teachers, as well as to measure the effectiveness of these offerings. First, PS 2 has its pre-scheduled PDs from its external partnerships (CASDA and Questar III), which will generally support state and district mandates. The principal will require all participants to complete a survey that will be reviewed and shared with the partners to gauge perceived relevance and applicability to teachers, as well as provide partners with feedback. Second, the new PS 2 principal and six Grade Level Coaches (GLCs) will conduct separate weekly meetings with faculty that will often involve professional development regarding instructional strategies, Common Core Learning Standards (CCLS) and data driven instruction. Teachers will also complete surveys for these internal PDs, and the principal and GLCs will also review to gauge perceived reliance and applicability to teachers. Furthermore, GLCs and principal will conduct individual informal observations of teachers and collective learning walks of classes directly after certain PDs to check for implementation fidelity and will then further review subsequent student assessment data to determine ultimate PD effectiveness. Third, each month all teachers will participate in a whole day PD that will be half predetermined (general essential pedagogy) and half grounded in real-time data (needs based practices). Reviewing student achievement data will be built into every one of these whole day PDs, and this will remain the ultimate measure of PD effectiveness. Lastly, the new PS 2 principal, School Improvement Management (SIM) team and Assistant Superintendent of Curriculum and Instruction (ASCI) will also meet monthly to discuss the PDs delivered, evaluate their effectiveness and adjust any content or methods as necessary.

II. School-Level Plan: J. Communication and Stakeholder Involvement/Engagement

J. Communication and Stakeholder Involvement/Engagement:

i. Because of the nature and scope of the proposed changes for PS 2, Troy City School District (TCSD) and PS 2 plan to not only regularly communicate with parents/families, the community and stakeholders on the implementation of the School Improvement Grant (SIG) plan to excite and invite them to contribute to its success. First, there will be monthly Shared Leadership Team (SLT) meetings during school hours, which will include all constituents (faculty, families, administration, community members and partner organizations when applicable) and following a

Town Hall style format that covers various topics, from academic to extra-curricular to facilities and more. They will generally take place at the school but will sometimes be held in alternate locations, such as Community Based Organizations (CBOs) when applicable. Second, PS 2 will offer two additional Saturday programs that run about three hours (starting at 9 am), incorporate family engagement (building relationships) and focus on parent-student learning strategies (academic support in the home). Third, PS 2 will produce and distribute a monthly newsletter that highlights events, recognizes students and teachers for academic achievement and shares other important information. Fourth, it will also post and update, a minimum of weekly, these same items and more on the school website. Finally, PS 2 will also conduct monthly Parent Teacher Organization (PTO) meetings that will enable family and faculty to engage in a dialogue that best supports student learning and personal growth, as well as aspires to maximize student achievement.

II. School-Level Plan: K. Project Plan and Timeline

K. Project Plan and Timeline:

i. Troy City School District (TCSD) has identified four core goals for the pre-implementation period of its School Improvement Grant (SIG) Plan. First, TCSD seeks to recruit the best leader and faculty for PS 2 whose skill sets, experiences and beliefs are completely aligned to the SIG goals. One key strategy for this goal will be creating postings that explicitly outline what precise characteristics and expertise it wants in potential candidates, as well as clearly define what will be expected of those who are hired. Moreover, TCSD will conduct a rigorous interview process that will include individual interviews and scenario/task response. Second, TCSD endeavors to establish a robust professional development plan and train the new PS 2 staff in Leadership, Data-Driven Instruction/Inquiry (DDI), the Common Core State Standards (CCSS), Response-to Intervention (RtI) and Cultural Responsiveness. The primary strategy for this goal is to utilize the expertise of both the internal (district personnel) and external (partnership organizations) human resources afforded to TCSD and PS 2 in order to create a comprehensive and coherent *scope and sequence* of professional development that has reflection built in to adjust to the needs of the students and staff. Third, TCSD plans to develop a *Character Core* for PS 2 that will be embedded into all academic classes and social events. The major strategy for this goal is to research successful character education programs in other small urban schools, then adopt and adapt to appropriately respond to and support PS 2 students, as well as instituting a school uniform policy that promotes community and equality. Fourth, PS 2 will establish a system for providing wrap around services for PS 2 students and families.

ii. TCSD has developed a timeline of activities and persons responsible to achieve the goals set in the SIG Plan pre-implementation period. It is as follows:

1. Recruitment

- In early April, the Assistant Superintendent of Curriculum and Instruction (ASCI) and the School Improvement Management (SIM) team will create the job postings and post these on all the appropriate outlets.
- From mid April to early May, the PS 2 *Hiring* Committee will review applications, select and inform applicants to interview and conduct the first set of interviews

- In early May, ASCI will conduct final interviews for principal (*and teachers*)
- By mid to late May, the TCSD Board of Education (BOE) will vote in new positions and appointments
- By mid to late May, TCSD Human Resources (HR) will official hire or transfer staff
- 2. Professional Development
 - Throughout the months of May and June, the following constituents will have developed the scope and sequence of professional development for the year, determined the details for its delivery and met with the new PS 2 principal to discuss and debrief:
 - RtI Coordinator and ELA Curriculum Leader- CCSLS and RtI
 - Capital Area School Development Association (CASDA)- Leadership and Coaching (Grade Level and Literacy)
 - Questar III- Curriculum Development and DDI
 - Technical Assistance Center on Disproportionally (TAC-D)- Cultural Responsiveness
 - In July and August, all faculty will receive 5 full days of professional development that addresses the aforementioned areas of each provider
- 3. Character Education
 - In mid May to June, the new PS 2 principal and SIM team will research different Character Education programs and model
 - In July and August, the new PS 2 faculty will select and adapt a model (or models) and
 - develop the structures for implementation
- 4. Wrap-around Services
 - In early June, the new Mental Health Counselor (MHC) will determine the particular facilities to be utilized and the protocols to be followed

iii. Troy City School District (TCSD) has identified four core goals for the year one implementation period of its (SIG) Plan. First, the new PS 2 principal will establish a shared vision of what effective instruction, authentic learning and quality assessments look like and produce; this will be measured by the development of a new school-wide grading policy, faculty Annual Professional Performance Review (APPR) evaluations and the congruence of students' course grades with their end of year (K-2) and state assessments results. Second, PS 2 will continue to construct and implement a robust professional development continuum that extends the foundation built during the summer and ensures that all faculty are aligning instruction with the CCSS Standards; this will be measured by the faculty APPR evaluations and a quantitative and qualitative analysis of the curriculum maps developed at PS 2 and the outcomes produced. Third, PS 2 will achieve a minimum of 15% gains in students who achieve proficiency on the NYS English Language Arts and NYS Mathematics Assessments. Fourth, PS 2 will engage at least 50% of families into students' educational endeavors as will be measured by the attendance percentage of families at Saturday extended learning times, parent-teacher conference meetings and other scheduled events.

iv. TCSD has identified the “early wins” that will serve as early indicators of a successful SIG plan implementation, as well as foster increased ownership and support of the plan. The “early wins” are as follows:

1. Reduction in behavioral issues and discipline interventions (from Character Education program)
2. Increase in family and community involvement (from participation in Saturday activities)
3. Teacher engagement in professional development (from grade level team meetings, faculty meetings, whole day professional development days)
4. Improvement in student achievement on ELA and Math quarterly benchmarks (from CCLS focus and DDI)

v. TCSD recognizes that PS 2 will need to constantly collect and review data in order to determine its effectiveness in improving student learning and performance, as well as to make any necessary adjustments to policies and practices. Therefore, PS 2 will be analyzing the following data sources for the following reasons:

Data Type	How Data Is Collected	Who Is Analyzing Data and How	How Reported and to Whom
Average Student Attendance	E-School	PS 2 School Counselor and Home-School (HSC) will review each month and disaggregate students into “bucketed” intervals (80% and greater; 70-79%; 60-69%; 59% and below), identify students in need of intervention and establish attendance goals with action plan	PS 2 School Counselor and HSC will create spreadsheets and produce a brief narrative that they will share with PS 2 principal and SIM team monthly
Truancy Rates	E-School	PS 2 School Counselor and HSC will review each month and determine which students are legitimately truant and which have moved out of district; then respond accordingly	PS 2 School Counselor And HSC will create a spreadsheet and produce a brief narrative that they will share with PS 2 Principal and SIM team Monthly
Average Staff Attendance	TCSD Human Resources and PS 2 School Secretary	PS 2 School Secretary will review each month and calculate cumulative absences for each staff and the average for the school	PS 2 School Secretary will create a spreadsheet and submit to PS 2 Principal and SIM team monthly
Out of School Suspensions	E-School	PS 2 Principal Assistant (PA) or Dean of Students (DS) will review each month and calculate cumulative suspensions for each of students and the average of grade levels and school, then identify students in need of intervention and/or teachers in need of professional debriefing	PS 2 PA or DS will create a spreadsheet and produce a brief narrative that he/she will submit to PS 2 Principal, SIM team and PS 2 School Counselor Monthly
APPR Evaluations	PS 2 Principal	PS 2 Principal (with SIM team support) conducts informal and formal observations and Learning Walks that are recorded in logs and formal evaluations and determine what whole school PD should be devised to address whole faculty needs, as well as create Individual Professional Development Plans (IPDPs) for each teacher	PS 2 Principal will create a Boyle’s Matrix of the PS 2 Faculty for the ASCI by the end of 1 st Quarter and will present a monthly log of observations and Learning Walks, any formal evaluations monthly and list of PD to be provided
Benchmark Assessments (Student Gro	<i>Reading Street and Go Math</i>	PS 2 Grade Level Coaches(GLCs) and PS 2 Faculty will review and disaggregate data by students, core competency and individual standards	PS 2 GLCs will create spreadsheets and submit to PS 2 Principal and SIM team monthly

vi. TCSD has identified three core goals for the year two period and four core goals for the year three period of its SIG Plan. First, for year two, PS 2 will possess fully functioning Professional Learning Communities (PLCs) as evidenced by team reports, curriculum maps, APPR evaluations and congruence of students' course grades with the end of year (K-2) and state (3-6) assessment results. Second, PS 2 will achieve a minimum of 15% gains in students who achieve proficiency on the NYS English Language Arts and NYS Mathematics Assessments. Third, PS 2 will increase its engagement of families into students' educational endeavors by at least 10%, as will be measured by the attendance percentage of families at Saturday extended learning times, parent-teacher conference meetings and other scheduled events. For year three, PS 2 will continue to construct and implement a robust professional development continuum that extends the foundation built during the previous two school years and ensures that all faculty can successfully engage in DDI; this will be measured by the faculty APPR evaluations and a quantitative/qualitative analysis of the DDI structures established at PS 2 and the outcomes produced. Second, PS 2 will achieve a minimum 15% gains in students who achieve proficiency on the NYS English Language Arts and NYS Mathematics Assessments. Third, PS 2 will increase its engagement of families into students' educational endeavors by at least 10%, as will be measured by the attendance percentage of families at Saturday extended learning times, parent-teacher conference meetings and other scheduled events. Lastly, PS 2 will ensure the sustainability of its school model and structures by building internal capacity that can sustain the sound instructional practices previously established and by securing additional funding or modifying internally available funds.

III SIG Budget

A. Budget Narrative and Budget Forms

- i. A proposed budget (FS-10) for the pre-implementation period (April 1, 2013 to August 31, 2013) in the amount of \$255,356 is attached.
- ii. A proposed budget (FS-10) for year-one implementation period (September 1, 2013 to August 31, 2013) in the amount of \$1,587,919 is attached.
- iii. The attached Budget Summary Chart shows the projected budget for the School Improvement Grant (SIG). The chart shows projections for the pre-implementation period plus three years of continued implementation. The total for the entire project period is \$4,252,116
- iv. A detailed FS-10 Budget for the pre-implementation period and year-one implementation period is attached. Request for funds have been budgeted in the following categories for the pre-implementation period through year three:

Pre-Implementation Period

Professional Staff – A total of \$76,075 is budgeted to support the following professional staff: teachers, Grade Level Coaches (GLCs), teacher assistants, School Improvement Management (SIM) Team members, a Public Relations Specialist and administrative substitutes. Teachers, coaches and assistants will be paid to participate in summer professional development intended for clarifying school goals, increasing Common Core State Standards (CCSS) familiarity, team building, improving Data Driven Instruction (DDI), learning to use Smart Boards as instructional tools and the use of iPads for assessments and progress monitoring. Teachers and coaches will be paid at a rate of \$175 per diem (Total=\$49,700). Teacher assistants will be paid at \$125 per diem (Total \$9,375). The SIM Team members (consisting of 2 district level administrators and the ELA Curriculum Leader) will be involved with the implementation

of the SIG Plan, as well as providing professional development. During the implementation period each team member will be paid a \$4,000 stipend (Total=\$12,000). The Public Relations Specialist (\$3,000 stipend) will be overseeing the purchase and distribution of school uniforms, communication between PS 2/the District and families of PS2, the creation of school-wide information portals, including a PS 2 website, flyers, pamphlets, banners, etc. The administrative substitutes are necessary to cover the building for the principal who will participate in the screening and interviewing of positions for Public School 2 (Total=\$2,000).

Support Staff – A total of \$360 is budgeted for monitors and the school nurse to attend professional development on the SIG Plan and team building (2 monitors at \$80 per day for 2 days and 1 nurse at \$100 per day for 2 days)

Purchased Service- A total of \$62,000 has been budgeted for various purchased services. The district will contract with the following agencies to help support the goals of the SIG.

- **Commission on Economic Opportunity** will be contracted for two contracts (Total =\$37,000) to provide a Home-School Coordinator (\$15,000) and a licensed Mental Health Counselor (\$22,000) for Public School 2. The Home-School Coordinator (HSC) will operate as a liaison between home and school. They will connect PS 2 students and parents with any needed services during the end of the year and throughout the summer. The HSC will work with a team to familiarize parents with the goals and implementation of the SIG plan, as well as to build relationships between home and school. The licensed Mental Health Counselor (MHC) will be available to help families with any mental health concerns, behavior modifications or family conflicts. She will also help to address the social-emotional needs of the students. Both positions will provide families with home visits during the summer months.
- **Capital Area School Development Association** will be contracted at \$25,000 (25 days at \$1000/day) to provide professional development to teachers, teacher assistants, support staff, and administrators of PS 2 in the areas of leadership, team building, understanding the six tenets of the Diagnostic Tool for School and District Effectiveness, Data Driven Instruction and developmentally appropriate practices. CASDA will also support and mentor the building principal and work with PS 2 on maintaining an instructional program that aligns to the CCSS, incorporate assessment and accountability systems to progress monitor, engage in continuous improvement efforts and assist with the evaluation of the expanded learning program.

Supplies and Materials- A total of \$79,827 is budgeted for supplies and materials. There is \$32,700 budgeted for the purchase of school uniforms for all students. Each student will receive 3 summer/spring uniforms and three fall/winter uniforms. A total of \$9,480 is budgeted for the purchase of 20 iPads for Special Education teachers, reading teachers and Grade Level Coaches. The iPads will be used to monitor assessments, track data and progress monitor. \$740 is budgeted for protective cases for the iPads. One Smart Board (including all necessary accessories) per grade level will be purchased for all regular education classrooms (7 classrooms @ \$2,401 for Smart Board and all accessories; Total = \$16,807). Smart Boards will be utilized by classroom teachers as a tool to implement lessons and immediately evaluate students understanding of the subject matter, appeal to different learning styles of the students, engage students through various mediums and increase learning accessibility (including distance

learning). The district staff and Questar III will provide training on the use of Smart Boards and iPads as instructional tools. A total of \$20,000 is budgeted for various materials to support professional development, public relations and supplemental classroom materials.

Travel-A total of \$10,000 has been budgeted for travel. This will include transportation to and from school for students and families to attend school events, parent and school meetings, and other school functions.

Employee Benefits - \$15,867 is budgeted to reflect the total cost for benefits for professional and support staff.

Indirect Cost - The Troy City School District has an indirect cost rate of 3.4%. The Modified Direct Cost Base of \$236,102 excludes contractual amounts in excess of \$25,000 and BOCES services. Total Indirect Cost is \$8,027.

BOCES Purchased Services-\$3,200 is budgeted for Questar III BOCES who will provide teachers and staff professional development in Common Core State Standards (CCSS) in English Language Arts (ELA) and Mathematics, as well as student assessments, progress monitoring, Data Driven Instruction and the use of iPads and Smart Boards as instructional tools.

Year-One Implementation

Professional Staff- A total of \$1,054,360 is budgeted to support the following staff: teachers (all grades, special education, counselors, psychologist and special areas), teacher assistants, Public Relations Specialist, SIM Team Members, and substitutes. Each teacher will receive an \$11,500 stipend for the daily expanded learning hours they will be required to attend that extend beyond the contractual day (Total \$437,000). Grade Level Coaches (GLCs) will also receive an \$11,500 stipend for the additional hours beyond the contractual day (Total \$80,500). Seven long term substitutes will be needed to cover the classes of the GLCs (Total=\$318,500). Teacher assistants will receive an \$8,000 stipend for the daily hours beyond the contractual day (Total=\$120,000). Each member of the SIM Team will be paid a \$10,000 stipend to support teachers, coaches and administration, as well as provide professional development, complete reports, track data and assist in data analysis for Data Driven Decision Making (total=\$30,000). A \$7,200 stipend is budgeted for the Public Relations Specialist. The roles and responsibilities will remain the same as outlined in the Pre-implementation period. There is \$50,000 budgeted for substitute teachers, which allow for teachers to attend PS2 grade level professional development days and additional professional development opportunities beyond what is outlined in the SIG plan. A total of \$11,160 has been budgeted for teacher overtime, to facilitate Saturday enrichment days focusing on academic support and parent engagement.

Support Staff-A total of \$22,000 is budgeted for support staff, which includes two monitors and one school nurse. The monitors will receive a \$7,000 stipend (Total=\$14,000) and the school nurse will receive an \$8,000 stipend for the additional hours beyond the contractual day.

Purchased Services-A total of \$153,000 is budgeted for various purchased services. The district will contract with the following agencies to help support the goals of the SIG.

- **Commission on Economic Opportunity** will be contracted for three contracts totaling \$128,000 to provide a Home-School Coordinator (HSC), a Mental Health Counselor (MHC) and expansion of the Pre K school day. The HSC will be a liaison between home and school. She will provide services to families with academic concerns, facilitate parent conferences, make home visits, help build stronger relationships between the home and school, meet with teachers, staff and administrators, and participate in and plan

Saturday workshops. The licensed MHC will support behaviorally challenged students and help make behavior modifications, provide family and student counseling and refer more external services as necessary. They will also provide character education, address social and emotional needs of students and plan Saturday workshops. The Pre K program within PS 2 will extend the day by two hours to coincide with the building. Pre K teachers will participate in professional development, as well as Friday collaboration, and planning meetings. (Home School Coordinator- \$36,000, Mental Health Counselor- \$52,000, Pre K day extension - \$40,000 Total = \$128,000)

- **Capital Area School Development Association** will be contracted at \$25,000 (25 days at \$1,000 per day) to provide continued professional development to teachers, teacher assistants, support staff, and administrators of PS 2 in the areas of leadership, team building, understanding the six tenets of the Diagnostic Tool for School and District Effectiveness, and Data Driven Instruction (DDI).

Materials and Supplies-A total of \$50,000 is budgeted for materials and supplies. There is \$20,000 allocated for uniforms. This will cover new students, as well as replace uniforms as necessary. There is a \$30,000 budget for various materials and supplies for ELA and math needs, as well as public relations needs. This will include supplemental materials to the core programs, including additional reading texts, math manipulatives and computer software.

Travel-A total of \$20,000 has been budgeted for travel. This will include transportation to and from school for students and families for after school events, as well as Saturday functions. Educational field trips will be taken throughout the year to enhance the curriculum and instruction.

Employee benefits- A total of \$223,429 is budgeted for the benefits for all professional and support staff.

Indirect Cost- The Troy City School District has an indirect cost rate of 3.4%. The Modified Direct Cost Base of \$1,421,459 excludes contractual amounts in excess of \$25,000 and BOCES services. Total Indirect Cost \$48,330.

BOCES Purchased Services-\$16,800 is budgeted for Questar III BOCES to provide teachers and staff continued and ongoing professional development in CCSS in ELA and Mathematics, as well as developmentally appropriate practices, assessments and strategies for working with Students with Disabilities (SWDs) and English Language Learners (ELLs), and progress monitoring 21 days throughout the year and summer. Along with district staff, Questar III will assist with training staff on the use of iPads and Smart Boards as instructional tools.

Year-Two Implementation

Professional Staff- a total of \$882,160 is budgeted for professional staff. All teachers will continue to receive the \$11,500 stipend for the expanded school day (38 teachers at \$11,500=\$437,000). In year 2 the GLCs will be reduced to four. The GLCs will begin to be phased out as teachers are more equipped to provide high quality instruction, and the school is building greater teacher capacity (4 coaches at \$11,500 = \$46,000). Long term subs are needed to replace the four coaches in the classroom during the school year (4 long term substitutes at \$47,000 = \$188,000). The teacher assistants will continue to receive the stipend for the extension of the school day (15 teacher assistants at \$8,000 = \$120,000). The SIM Team will continue to support teachers, staff and administration, provide professional development, analyze data and submit required reports (3 members at \$10,000 =\$30,000). There is \$50,000 budgeted for substitute teachers to allow for teachers to attend PS2 grade level professional development days and additional professional development opportunities beyond what is outlined in the SIG

plan. A total of \$11,160 has been budgeted for teacher overtime to facilitate Saturday enrichment days, focusing on academics and parent engagement (24 Saturdays x 3 hours per day x 5 teachers at \$31 per hour.).

Support Staff-The monitors and school nurse will continue to receive a stipend for the hours that are beyond the contractual school day. (2 monitors at \$7,000 and 1 nurse at \$8,000 = \$22,000)

Purchased Services-A total of \$153,000 is budgeted for purchased services. The district will contract with the following agencies to help support the goals of the SIG.

- **Commission on Economic Opportunity** – will be contracted for three contracts totaling \$128,000 to provide a Home-School Coordinator (HSC), a Mental Health Counselor (MHC) and expansion of the Pre K school day. The HSC will be a liaison between home and school. She will provide services to families with academic concerns, facilitate parent conferences, make home visits, help build stronger relationships between the home and school, meet with teachers, staff and administrators, and participate in and plan Saturday workshops. The licensed MHC will support behaviorally challenged students and help make behavior modifications, provide family and student counseling and refer more external services as necessary. They will also provide character education, address social and emotional needs of students and plan Saturday workshops. The Pre K program within PS 2 will extend the day by two hours to coincide with the building. Pre K teachers will participate in professional development, as well as Friday collaboration, and planning meetings. (Home School Coordinator- \$36,000, Mental Health Counselor- \$52,000, Pre K day extension - \$40,000 Total = \$128,000)
- **Capital Area School Development Association**- will continue to provide PS 2 with professional development. The topics for year two will be based on the needs assessment and evaluation of year one implementation. Topics may include CCSS, understanding the six tenets of the Diagnostic Tool for School and District Effectiveness, leadership, team building, and Data Driven Instruction. (25 days at \$1000 per day. Total = \$25,000)

Materials and Supplies: A total of \$83,834 is budgeted for supplies and materials. There is \$20,000 budgeted for uniforms for new entrants and replacements as necessary. Additional Smart Boards and necessary accessories will be purchased so that each regular education classroom is equipped with one, as well as all special education classrooms (14 at \$2,401 = \$33,614). The purchase of iPads will be for all regular classroom teachers (total=\$9,480). The iPads will be used to help with tracking assessments, progress monitoring and data analysis. There is a total of \$740 budgeted for the protective cases for the iPads. There is an additional \$20,000 for supplemental materials for all core subjects. This may include additional texts, consumable supplies, iPad applications, computer software etc.

Travel: A total of \$20,000 is budgeted for transportation for students and families, which may include before and after school events, parent meetings, parent conferences, school meetings, and Saturday workshops. Educational field trips will be taken throughout the year to enhance curriculum and instruction.

Employee Benefits: A total of \$187,680 has been budgeted to reflect the total benefits for professional and support staff.

Indirect Cost: The Troy City School District has an indirect cost rate of 3.4%. The Modified Direct Cost Base of \$1,253,070 excludes contractual amounts in excess of \$25,000 and BOCES services. The total indirect cost is \$42,604.

BOCES Purchased Services: A total of \$20,000 is budgeted for professional development

with Questar II BOCES. Questar III will provide 25 days of professional development throughout the school year and summer months. Smart Boards will be incorporated into every classroom. Questar III, in conjunction with the district technology staff, will provide extensive professional development for using the Smart Board in all content areas to enhance instruction. Additionally, a needs assessment will be conducted along with the evaluation of year one to determine what additional topics and what the focus of year two professional development will be. Some of these topics may be the continuation of the CCSS, technology, and strategies for working with SWDs and ELLs and those who have tested below proficiency.

Year-Three Implementation

Professional Staff- A total of \$656,500 is budgeted for professional staff. All teachers will continue to receive the \$11,500 stipend for the expanded school day (38 teachers at \$11,500=\$437,000). In year three, the GLCs will be reduced to one. By the beginning of year three PS2, will ideally have built teacher capacity, and all teachers will have abundant training and professional development in highly effective teaching and instruction (GLC stipend = \$11,500). A long term substitute is needed to replace the coach in their classroom during the course of the school year (LTS at \$48,000). The teacher assistants will continue to receive the stipend for the extension of the school day (15 teacher assistants at \$8,000 = \$120,000). The SIM Team will continue to support teachers, staff and administration, provide professional development, analyze data and submit required reports (3 members at \$10,000 = \$30,000). There is also \$10,000 budgeted for substitute teachers to allow for teachers to attend additional professional development opportunities beyond what is outlined in the SIG plan.

Support Staff-The monitors and school nurse will continue to receive a stipend for the hours that are beyond the contractual school day. (2 monitors at \$7,000 and 1 nurse at \$8,000 = \$22,000)

Purchased Services-A total of \$138,000 is budgeted for purchased services. The district will contract with the following agencies to help support the goals of the School Improvement Grant.

- **Commission on Economic Opportunity** – will be contracted for three contracts totaling \$128,000 each to provide a Home-School Coordinator (HSC), a Mental Health Counselor (MHC) and expansion of the Pre K school day. The HSC will be a liaison between home and school. They will provide services to families with academic concerns, facilitate parent conferences, make home visits, help build stronger relationships between the home and school, meet with teachers, staff and administrators, and participate in and plan Saturday workshops. The licensed MHC will support behaviorally challenged students and help make behavior modifications, provide family and student counseling and refer more external services as necessary. They will also provide character education, address social and emotional needs of students and plan Saturday workshops. The Pre K program within PS 2 will extend the day by two hours to coincide with the building. Pre K teachers will participate in professional development, as well as Friday collaboration, and planning meetings. (Home School Coordinator- \$36,000, Mental Health Counselor- \$52,000, Pre K day extension - \$40,000 Total = \$128,000)
- **Capital Area School Development Association**- will continue to provide PS 2 with professional development. The topics for year three will be based on the needs assessment and evaluation of year one and two implementations. Topics may include understanding the six tenets of the Diagnostic Tool for School and District Effectiveness,

Common Core State Standards (CCSS), leadership, team building, and Data Driven Instruction. (10 days at \$1000 per day. Total = \$10,000)

Materials and Supplies: A total of \$5,000 is budgeted for supplies and materials for supplemental materials for all core subjects. This may include additional texts, consumable supplies, etc.

Travel: A total of \$5,000 is budgeted for transportation for students and families, which may include before and after school events, parent meetings, parent conferences, school meetings, and Saturday workshops.

Employee Benefits: A total of \$140,833 has been budgeted to reflect the actual cost of professional and support staff.

Indirect Cost: The Troy City School District has an indirect cost rate of 3.4%. The Modified Direct Cost Base of \$889,103 excludes contractual amounts in excess of \$25,000. Total indirect cost is \$30,230.

Troy City School District is committed to making significant changes in PS 2. Through local funds and other grant resources the district is committed to sustaining the goals and actions of the SIG. The district will continue to provide additional professional development in the areas of leadership, cultural responsiveness, deficit thinking, as well as aligning district plans and building leadership and teacher capacity. The district is also committed to using current district administrators to make up the School Improvement Management (SIM) Team, which will allow for greater sustainability beyond the grant.

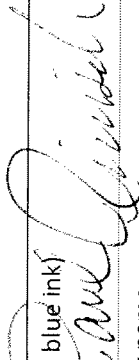


The district will work to continue the expansion of the school day through the use of local funds and other grant opportunities such as the 21st Century Grant Program and possibly Extended School Day. Newly purchased technology will be upheld and professional development will continue through the district's highly skilled technology department. The district sees this grant as a means to bring about *real* change in the Troy City School District, specifically at School 2. District leaders, teachers, parents and the community are dedicated to making this work. The children of Troy deserve nothing less.

Attachment A

Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application 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/title are affirming that appropriate consultation has occurred. (The signature does not indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed and submitted to NYSED on this form.

Principals Union President / Lead		Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink)			If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Type or print name	Paul Reinisch, President TAA	1/24/13	
Teachers Union President / Lead		Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink)			If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Type or print name	Mark Walsh, President TTA	1/24/13	
Parent Group President / Lead		Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink)			If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Type or print name	Deyana Kinton	1/24/13	

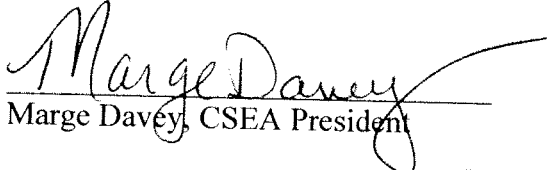
Troy City School District has reviewed the School Improvement Grant plan and goals with all labor-management organizations. Public School 2 will look to expand learning time, offer Saturday program, engage in optimal collaboration and planning time, provide extensive professional development, provide grade level coaches and integrate more technology for instructional use.

Upon approval from the New York State Education Department for the School Improvement Grant 1003 (g) to be implemented April 1, 2013 through August 31, 2016 official Memorandum of Agreements will be established between each union and the district and approved by the Board of Education.

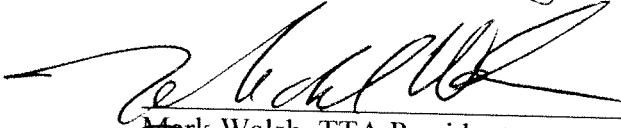
By signing this agreement the district and labor-management unions understand and agree upon the School Improvement Grant plan and goals and commit to negotiating necessary contractual adjustments.

Agreed upon on this day, January 24, 2013, by

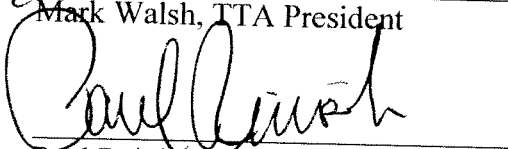
Civil Service Employees Association (CSEA)


Marge Davey, CSEA President

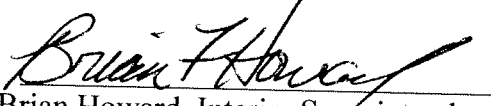
Troy Teachers Association (TTA)


Mark Walsh, TTA President

Troy Administrators Association (TAA)


Paul Reinisch, TAA President

Troy City School District


Dr. Brian Howard, Interim Superintendent

Attachment B
School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	Baseline Data	Target for 2013- 2014	Target for 2014- 2015	Target for 2015-16
I. Leading Indicators							
a. Number of minutes in the school year	min		68,915	68,915	90,515	90,515	90,515
b. Student participation in State ELA assessment	%		99.83%	100%	100%	100%	100%
c. Student participation in State Math assessment	%		99.04%	99.54%	100%	100%	100%
d. Drop-out rate	%		NA	NA	NA	NA	NA
e. Student average daily attendance	%		92.64%	92.48%	94%	96%	98%
f. Student completion of advanced coursework			NA	NA	NA	NA	NA
g. Suspension rate	%		74.57 %(suspensions/ referrals)	57.14%	50%	40%	30%
h. Number of discipline referrals	num		34.6	7	6	5	3
i. Truancy rate	%		5.59%	6.19%	3%	0	0
j. Teacher attendance rate	%		93.2%	94%	97%	98%	99.9%
k. Teachers rated as "effective" and "highly effective"	%		63%	43%	75%	90%	100%
l. Hours of professional development to improve teacher performance	num		23 hours	20 hours	60 hours	60 hours	50 hours
m. Hours of professional development to improve leadership and governance	num		18.2 hours	11.2 hours	40 hours	40 hours	30 hours
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num		4.6 hours	3 hours	35 hours	35 hours	20 hours
II. Academic Indicators							
o. ELA performance index	PI		103.06	80.10	125	150	180
p. Math performance index	PI		109.49	86.00	125	150	180
q. Student scoring "proficient" or higher on ELA assessment	%		30.39%	18%	35%	50%	80%
r. Students scoring "proficient" or higher on Math assessment	%		33.13%	17.5%	35%	50%	80%
s. Average SAT score	score		NA	NA	NA	NA	NA
t. Students taking PSAT	num		NA	NA	NA	NA	NA

u. Students receiving Regents diploma with advanced designation	%		NA	NA	NA	NA	NA
v. High school graduation rate	%		NA	NA	NA	NA	NA
w. Ninth graders being retained	%		NA	NA	NA	NA	NA
x. High school graduates accepted into two or four year colleges	%		NA	NA	NA	NA	NA

Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Capital Area School Development Association (CASDA)	1. Albany City	1. Ms. Eileen Laffler, Grants Administrator
	2. Amsterdam City	2. Ms. Susan Stoya, Director of Secondary Instruction
	3. Capital Region BOCES	3. Dr. Charles Dedrick, District Superintendent
	4. Gloversville	4. Mr. Cliff Moses, Interim Superintendent of Schools
	5. Hudson City	5. Ms. Maria Suttmeier, Superintendent of Schools
	6. Newburgh	6. Mr. Ed Forgit, Assistant Superintendent for School Improvement
	7. Peekskill	7. Mr. Joe Mosey, Assistant Superintendent for Curriculum and Instruction
	8. Questar III BOCES	8. Dr. Gladys Cruz, Deputy Superintendent
	9. Troy City School District	9. John Carmello, Assistant Superintendent for Curriculum and Instruction
	10.	10.
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Commission on Economic Opportunity of the Greater Capital Region (CEO)	1. Troy City School District	1. John Carmello, Assistant Superintendent for Curriculum and Instruction
	2. Hoosick Falls School District	2. Amy Netti, Principal
	3. Hoosick Valley School District	3. Mark Foti, Principal

	4. Lansingburgh School District	4. Barbara Sperling, Director of Pupil Personnel
	5. Cambridge School District	5. Colleen Lester, Principal
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.
Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools) 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services. 1. 2. 3. 4.	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools) 1) 2) 3) 4)

CASDA Background Information:

Organizational Summary:

Incorporated in 1949 by the State Education Department of the University of the State of New York, CASDA is the oldest school study council in the United States. There are 100 school districts and private institutions affiliated with CASDA. Included as affiliates are three large city, several small city, suburban and rural districts, and, four Boards of Cooperative Educational Services (BOCES) districts. The CASDA Executive Committee is composed of 13 school superintendents and three representatives from the University at Albany.

The primary purpose of CASDA is to serve as a cooperative planning, research and development unit through which affiliated schools and educational agencies may more effectively define and fulfill their purposes and functions in serving the educational needs of their communities.

CASDA also strives to promote cooperative interaction between the University at Albany and the affiliated school districts.

CASDA provides a wide variety of opportunities such as conferences, seminars, meeting series, on-site programs and facilitation for all members of the school communities to assist them in becoming aware of the issues and changes in education. Personnel from CASDA affiliate schools are able to attend staff and professional development functions to develop their competence, awareness, and understanding. These elements are intended to improve student learning and performance to the benefit of the schools, school districts, and students.

In addition, CASDA conducts a wide range of short term studies and evaluation services for its member organizations each year. With a large and talented team of faculty and consultants, CASDA builds the capacity of schools and districts in such areas as curriculum, instruction, leadership, special services, data use, and professional development.

CASDA also offers a variety of special services including collaboration with the Greater Capital Region Principals' Center, Capital District Association for Women in Administration, Center for Arts in Education, the Scholars Recognition Program, Select Seminars on Excellence in Education and various publications

University Partnership

CASDA has been affiliated with and supported by the University at Albany since 1949. As the field arm of the University's School of Education, CASDA links the field of K-12 public and private education with the Capital Region's premier research university. This relationship takes many forms with K-12 educators accessing the university's resources and with university faculty utilizing the field as research sites. CASDA routinely involves university professors as conference speakers, workshop presenters, and most importantly, as team members in CASDA's program

study and evaluation projects. A recent notable example is the joint effort of CASDA and University professors in evaluating the State of Ohio's Executive Leadership Academy at Ohio State University.

Leadership

James Butterworth, Ph.D. has served as the Executive Director of the Capital Area School Development Association (CASDA) as well as service associate professor at the University at Albany since 2010.

Butterworth was a founding faculty member of the Sage Graduate College's Ed.D. program, in Educational Leadership as well as an adjunct professor at the College of St. Rose. With experience as a secondary school teacher and principal, Butterworth spent many years serving as superintendent of schools in the Averill Park and Schodack Central School Districts.

From 1999 through 2006, Butterworth served as New York State's Assistant Commissioner of Education leading the State Education Department's Office of School Improvement and Community Services. While there, he was responsible for the implementation of No Child Left Behind requirements in schools outside New York City, installation of a regional network strategy to assist low performing schools, leadership of statewide discussions regarding middle schools and high school completion, and implementation of state regulations in such areas as school safety, attendance, academic intervention, professional development plans and professional performance reviews.

He currently holds the designation of Outside Educational Expert with the New York State Education Department (link: <http://casdany.org/resources/butterworth-oe-application/>)

Capacity:

As an organization, CASDA's capacity has increased substantially in the past three years, enabling the development of embedded partner relationships with districts and schools. The CASDA model is effective in partnering for school improvement for several reasons including, a) the quality of expertise and experience held by its diverse consultants and faculty, b) the deep knowledge and commitment to best practice research, c) the cohesive and complementary working relationships of a dynamic staff, and d) attentive project coordination and management that ensures solid value. The growth in capacity at CASDA has had a synergistic effect in attracting and deploying expert talent in the most critical areas of school improvement. An overview of the breadth of staff capacity and areas of professional strength is provided in **Chart A**, which is attached.

Process:

Partnerships are developed with districts and schools by conducting needs assessments of each requesting organization. The professional experience and expertise of CASDA resources are then aligned to the qualitative and quantitative outcomes sought by each client in order to customize the most qualified team for each project. Then, each project or client is assigned a specific project manager/coordinator in order to provide a single point of contact for communication, issues resolution, risk-management, and provision of deliverables. Depending on the nature of the district/school needs, metrics are developed for project deliverables as well as short/long term timelines and project change procedures.

Indicators of Success:

As illustrated in **Chart B**, indicators of CASDA success, qualitatively and quantitatively, reflect all types of data as described by Bernhardt (Achievement, Demographic, Program, Perception) and are generally reflective of the widely held cycle of School Improvement known as “Plan, Do, Study, Act”. CASDA project staff makes observations, review artifacts, collect perceptual evidence, and analyze multi-modal data at formative and summative intervals in order to measure the success of activities conducted within a district/school.

Chart A. Snapshot of CASDA staff and areas of professional strength

CASDA staff	Professional areas of strength
Dr. James Butterworth	<ul style="list-style-type: none"> - Speaking and Facilitation Services - Leadership Team Development - Executive Coaching - Board of Education Development - Systemic Turnaround - NYS Education Department certified Outside Education Expert
Dr. Diane Albano	<ul style="list-style-type: none"> - Executive Coaching - Administrative Team Development - Special Education and General Education assessment for effective teaching - Joint Intervention Team Specialist (<i>Special Education</i>) - Framework for Teaching (TeachScape Proficiency System)
Ms. Nancy Andress	<ul style="list-style-type: none"> - Literacy K-12 - NYS Just for the kids/COMPASS - Curriculum/Instruction - Professional Development Planning - Cooperative Learning - Framework for Teaching (TeachScape Proficiency System) - Common Core - Professional Learning Communities - Bullying Prevention
Dr. Edna Baker	<ul style="list-style-type: none"> - Data Driven Instruction - Curriculum Special Education

	<ul style="list-style-type: none"> - District Data Usage
Dr. Terrance Barlow	<ul style="list-style-type: none"> - Data and Assessment - Curriculum Instruction - PLC's/PD - APPR (teachers and administrators)
Dr. Jennifer Bashant	<ul style="list-style-type: none"> - Data Driven Instruction - Program Evaluation - School Climate and Culture - Framework for Teaching (TeachScape Proficiency System)
Mr. Terrance Brewer	<ul style="list-style-type: none"> - Administration and Reorganization - Team Building - Shared Services - Special Education - School leadership training - School safety training
Mr. Clifford Byrd	<ul style="list-style-type: none"> - Positive Behavior Intervention and Supports
Ms. Angie Camarata	<ul style="list-style-type: none"> - Literacy Instruction/coaching - ELA Common core implementation
Dr. Mary Helen Collen	<ul style="list-style-type: none"> - Data Driven Instruction - District Data Usage and Implementation - Curriculum for Special Education
Mr. Peter Copeletti	<ul style="list-style-type: none"> - Executive Coaching - School Culture and Climate
Ms. Suzanne DeWalt	<ul style="list-style-type: none"> - Grant writing and administration
Ms. Dorothy Donlon	<ul style="list-style-type: none"> - Common Core/CI Mapping - Literacy - Special Education - District Data Usage – Master Schedule - Coaching/Mentoring
Ms. Margaret DiGuilio	<ul style="list-style-type: none"> - ELA Common Core Implementation - Curriculum & Instruction - Teacher and Administrator coaching - Joint Intervention Team Specialist (<i>English Language Arts</i>)
Mr. Jim Dillon	<ul style="list-style-type: none"> - Bullying Prevention - Safe Schools - Instructional Coaching - Cooperative Learning
Dr. Nicole Eschler	<ul style="list-style-type: none"> - Comprehensive Education Planning & Implementation - Rigorous Curriculum Design - Differentiated Instruction - School Leadership Teams - Joint Intervention Team Specialist (<i>Mathematics, Special Education, Literacy Across Content</i>) - Framework for Teaching (TeachScape Proficiency System) - Data Driven Instruction
Ms. Rebecca Gardner	<ul style="list-style-type: none"> - School Climate and Culture - Conference Planning - Student Support Services & Systems - Joint Intervention Team Specialist (<i>Learning Environment</i>)

	<ul style="list-style-type: none"> - Framework for Teaching (TeachScape Proficiency System)
Mr. Joseph Kavanaugh	<ul style="list-style-type: none"> - Curriculum Mapping - Math Common Core Implementation - Professional Development - Joint Intervention Team Specialist (<i>Mathematics</i>)
Ms. Shari Keller	<ul style="list-style-type: none"> - Master Schedule for Effective Teaching and Learning - Administrative Training - At Risk – Special Education - Joint Intervention Team Specialist (<i>Special Education</i>)
Dr. Rita Levay	<ul style="list-style-type: none"> - Special Education Program Development and Assessment - Special Education Finance - Supportive Learning Environment - Joint Intervention Team Specialist (<i>Special Education</i>) - Framework for Teaching (TeachScape Proficiency System)
Ms. Deborah Marcil	<ul style="list-style-type: none"> - ELA K-12 Common Core Implementation - Team Building - Mentoring/Coaching
Mr. Robert Pierce	<ul style="list-style-type: none"> - Financial Management
Ms. Alexia Ryan	<ul style="list-style-type: none"> - Differentiated Instruction - Teacher Mentoring
Ms. Johanna Shogan	<ul style="list-style-type: none"> - ELA Common Core - Literacy - Joint Intervention Team Specialist (<i>English Language Arts</i>)
Mrs. Elisabeth Smith	<ul style="list-style-type: none"> - Literacy - Leadership - Data Driven Inquiry - Curriculum and Instruction - Family Outreach
Ms. Joanne Sole	<ul style="list-style-type: none"> - Teacher Evaluation
Dr. Jerome Steele	<ul style="list-style-type: none"> - Leadership - Consolidation and merger studies - Rural Schools
Ms. Patricia Stone	<ul style="list-style-type: none"> - APPR - Response to Intervention - Common Core / SLO's - Instructional Improvement - Professional Learning Communities
Ms. Susan Tangorre	<ul style="list-style-type: none"> - Professional Development Planning - Team Leadership - Human Resources - Framework for Teaching (TeachScape Proficiency System) - Professional Learning Communities
Ms. Claudia Verga	<ul style="list-style-type: none"> - Differentiated Instruction - ELA Common Core Implementation
Dr. Janice White	<ul style="list-style-type: none"> - Administrator and Teacher Mentoring - Administrative Leadership Training - District Data Usage - Board of Education Development

Chart B. Sample indicators of successful work in underperforming districts (prior 3 years)

District	Sample indicators of success
Albany City	<ul style="list-style-type: none"> - At Albany High School, the cumulative number of reportable (VADIR) and non-reportable incidents from September through December for last year compared to this year has DECREASED 33 percent. The data team, in collaboration with CASDA meets weekly to look at data and uses this data to inform policy, professional development and to implement strategies to reduce the number of referrals. - The AHS daily attendance rate has increased from an average of 88% last year to an average of 91% for September through December of this year. The committee has implemented the data cycle with the support of CASDA faculty. The attendance committee meets weekly to look at data, and uses it to inform their decisions and strategies. - In conjunction with the NYSED, CASDA has successfully completed and gained approval for a Joint Intervention Team visit and report to the Assistant Commissioner of Education. This comprehensive review provided an assessment of need based on extensive qualitative and quantitative data review for all 7 areas of the SED priorities as well as comprehensive recommendations for wide scale turnaround planning and execution. - As a result of collaborative data driven planning, training, modeling, facilitation, coaching, and progress monitoring of the teacher and administrative leadership teams at Hackett Middle School and Albany High School; the shared leadership structure has been transformed into highly active team in place for 2 years, meets monthly, demonstrates research based PLC strategies, and prioritizes school improvement based on quarterly student performance data - As a result of training, facilitation, coaching 2 schools have successfully used a Data Driven Inquiry model (COMPASS) to develop comprehensive school improvement plans with school leadership teams. These schools now have capacity to independently analyze assorted data to revise and adjust school improvement activities. - As a result of collaborative data driven planning, training, modeling, facilitation, coaching and progress monitoring of the teacher and administrative leadership; at Hackett Middle School and Albany High School, all members of the school community have completed the nationally recognized School Climate and Culture Survey . The qualitative and quantitative perceptual survey data has been analyzed, presented to the staff, and used as the basis for school improvement planning and implementation.
Amsterdam	<ul style="list-style-type: none"> - As a result of Just for the Kids NY COMPASS training the high school has seen increases in graduation rates and Math and ELA scores for identified sub-groups. - Instruction has improved and student engagement has increased as a result of differentiated instruction and cooperative learning training - Curriculum maps have been enhanced by addressing ELA and Math Common Core. - The Danielson Framework is in place for Teacher Evaluation
Capital Region BOCES	<ul style="list-style-type: none"> - As a result of professional learning and facilitation with District and school leadership, the BOCES Special Education Department has developed a strategic implementation plan to respond to an independent audit and has regularly employed progress monitoring activities to assess growth.
Gloversville	<ul style="list-style-type: none"> - As a result of a comprehensive Data Driven program review of the Special Education Program and department, the District restructured the education delivery model and provided staff training on using data to assess program effectiveness.
Hudson City	<ul style="list-style-type: none"> - In conjunction with the NYSED, CASDA has successfully completed and gained approval for a Joint Intervention Team visit and report to the Assistant Commissioner of Education. This comprehensive review provided an assessment of need based on extensive qualitative and quantitative data review for all 7 areas of the SED priorities as well as comprehensive recommendations for wide scale turnaround planning and

	<p>execution.</p> <ul style="list-style-type: none"> - As a result of the Joint Intervention Team visit and NYSED approved report of findings and recommendations, CASDA successfully conducted District level training and facilitation for turnaround planning. The District has implemented a revised administrative structure in the 2012-12 year as one outcome of that training.
Newburgh	<ul style="list-style-type: none"> - In conjunction with the NYSED, CASDA has successfully completed and submitted approved Joint Intervention Team visit reports to the Assistant Commissioner of Education for 4 underperforming schools in the Newburgh District. These comprehensive reviews provided an assessment of need based on extensive qualitative and quantitative data review for all 7 areas of the SED priorities as well as comprehensive recommendations for wide scale turnaround planning.
Peekskill	<ul style="list-style-type: none"> - In conjunction with the NYSED, CASDA has successfully completed and gained approval for a Joint Intervention Team visit reports to the Assistant Commissioner of Education. This comprehensive review provided an assessment of need based on extensive qualitative and quantitative data review for all 7 areas of the SED priorities as well as comprehensive recommendations for wide scale turnaround planning. - As a result of the Joint Intervention Team visit and NYSED approved report of findings and recommendations, CASDA successfully conducted administrative personnel searches for key District and school leadership positions. Highly experienced in school improvement, candidates were successfully appointed to the positions of High School Principal and Director of Special Education during summer 2012.
Troy	<ul style="list-style-type: none"> - In conjunction with the NYSED, CASDA has successfully completed and gained approval for a Joint Intervention Team visit reports to the Assistant Commissioner of Education. This comprehensive review provided an assessment of need based on extensive qualitative and quantitative data review for all 7 areas of the SED priorities as well as comprehensive recommendations for wide scale turnaround planning. - As a result of a comprehensive data driven research review in District wide reading program, the District has created multi-year strategic implementation plans to redesign reading instruction, re-align and re-deploy district resources (capital and human), and provide professional learning opportunities for teaching and support staff. - As a result of collaborative data driven planning, training, modeling, facilitation, coaching, and progress monitoring of the school leadership teams at Carroll Hill and School 2, the shared leadership structure has been transformed into highly active team that has developed the Comprehensive Education Plan, has developed a schedule to assess formative and summative school improvement related evidence quarterly, and has prioritized school improvement activities to align with focused and research based turnaround strategies. - As a result of training, facilitation, coaching 4 schools have successfully used a Data Driven Inquiry model (COMPASS) to develop comprehensive school improvement plans with school leadership teams. These schools now have capacity to independently analyze assorted data to revise and adjust school improvement activities.

****This information was previously submitted with the Troy City School District's Systemic Support for District and School Turnaround Grant which they were awarded for the 2012-2014 school years.**



ABOUT CEO

The Commission on Economic Opportunity for the Greater Capital Region, Inc. (CEO) was established in 1965 as part of a larger system of Community Action Agencies throughout New York State and across the nation. Community Action Agencies are independent, nonprofit, private and public organizations established under the Economic Opportunity Act of 1964.

CEO is an umbrella agency that provides the overall leadership, policy guidance, coordination, and support necessary to successfully deliver a wide range of human services. The agency's mission is to preserve and advance the self-sufficiency, well-being, and growth of individuals, children, and families through education, guidance and resources. The agency operates on a \$22 million budget, providing programs designed to empower individuals and families to build self-sufficiency in all areas of life, accumulate assets, and rise out of poverty. The agency is a major force in improving the lives of more than 14,000 disadvantaged Rensselaer County residents annually through various services and supports.

CEO offers an array of programs and services to at-risk youth, children, individuals, and families using a strength-based approach that focuses on purposeful strategies, activities, and relationships to foster empowerment and resiliency.

Early Childhood Services

The agency has been the Head Start provider for Rensselaer County since the program's inception in 1965. In 1998, the program expanded to provide Early Head Start services, enabling the agency to deliver the full range of early childhood education and child care services for children ages 6 weeks to 5 years old. CEO is the only provider of Head Start and Early Head Start services within Rensselaer County. In its 48 year history, the program has experienced exceptional success in federal reviews, including a 100% compliant review in the Spring of 2012. Additionally, the agency provides high-quality, low cost child care for families who do not income qualify for the Head Start and Early Head Start program at our Stepping Stones II Early Learning Center.

The agency's dedication to serving every eligible child in the county has resulted in expansion efforts on many levels. The agency is a Universal Pre-Kindergarten collaborator with 5 local school districts, providing Pre-K programming in coordination with Head Start Performance Standards. CEO currently provides Pre-K programming to eligible children in the Troy, Lansingburgh, Hoosick Falls, Hoosic Valley and Cambridge School Districts. Each program is tailored to meet the individual needs of the School District, using District curriculum and located in District classrooms when possible.

Additionally, the agency has expanded the capacity of Head Start and Early Head Start to provide geographically accessible services throughout the county. Recent efforts include expansion into the currently underserved southern portions of Rensselaer County, as well as expansion of the Early Head Start expansion through the American Reinvestment and Recovery Act (ARRA) and continuation funding.

Mental Health Counseling

Family and Children Service provides short term individual, family, and group counseling in a variety of settings. Counselors may also work on skill building in a variety of settings. Such settings include the clinic and the Head Start and Early Head Start programs throughout Rensselaer County.

Family and Children Services staff provide a variety of counseling services to customers, including but not limited to individual, family, and group counseling sessions, classroom and individual focused observations, parenting skill building, socialization, psycho-education, staff training, and self-help education.

Staff also support classroom and child success by performing classroom observations and providing coaching and techniques to teaching staff to assist in dealing with child behaviors. Staff maintain a regular schedule in the Head Start and Early Head Start sites to provide reliable support to families and classroom staff.

Services are provided to individuals on a sliding fee scale and is free to participants in the Head Start and Early Head Start programs.

Family Support

As an integral piece of the agency's services to the community, CEO provides comprehensive case management and family support services to families engaging in all CEO programs. Utilizing the nationally recognized, strengths-based Family Development Model, staff work with families to identify their strengths and address their needs. Each family is supported on an individualized basis to meet their unique needs.

Family Support is an important component of the Head Start and Early Head Start programs, engaging parents in their child's education and providing the support necessary to assist parents in moving toward self-sufficiency. Family Support activities include one-on-one case management, group education around specific topics, socialization activities between children and parents, fatherhood involvement activities and much more.

Attachment D - (1003g) Budget Summary Chart

Agency Code	4	9	1	7	0	0	1	0	0	0	0
Troy City School District											
Pre-implementation Period (April 1, 2013 - August, 31, 2013)		Year 1 Implementation Period (September 1, 2013 - August 31, 2014)					Year 2 Implementation Period (September 1, 2014 - August 31, 2015 – for Turnaround, Restart, and Transformation models only)				
Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs			
Professional Salaries	15	\$76,075	Professional Salaries	15	\$1,054,360	Professional Salaries	15	\$882,160			
Support Staff Salaries	16	\$360	Support Staff Salaries	16	\$22,000	Support Staff Salaries	16	\$22,000			
Purchased Services	40	\$62,000	Purchased Services	40	\$153,000	Purchased Services	40	\$153,000			
Supplies and Materials	45	\$79,827	Supplies and Materials	45	\$50,000	Supplies and Materials	45	\$83,834			
Travel Expenses	46	\$10,000	Travel Expenses	46	\$20,000	Travel Expenses	46	\$20,000			
Employee Benefits	80	\$15,867	Employee Benefits	80	\$223,429	Employee Benefits	80	\$187,680			
Indirect Cost (IC)	90	\$8,027	Indirect Cost (IC)	90	\$48,330	Indirect Cost (IC)	90	\$42,604			
BOCES Service	49	\$3,200	BOCES Service	49	\$16,800	BOCES Service	49	\$20,000			
Minor Remodeling	30		Minor Remodeling	30		Minor Remodeling	30				
Equipment	20		Equipment	20		Equipment	20				
Total		\$255,356	Total		\$1,587,919	Total		\$1,411,278			
Total Project Period (April 1, 2013 - August 31, 2016 – for Turnaround, Restart, and Transformation models only)											
31, 2014 for Closure models)											
Categories	Code	Costs	Categories	Code	Costs						
Professional Salaries	15	\$656,500	Professional Salaries	15	\$2,669,095						
Support Staff Salaries	16	\$22,000	Support Staff Salaries	16	\$66,360						
Purchased Services	40	\$138,000	Purchased Services	40	\$506,000						
Supplies and Materials	45	\$5,000	Supplies and Materials	45	\$218,661						
Travel Expenses	46	\$5,000	Travel Expenses	46	\$55,000						
Employee Benefits	80	\$140,833	Employee Benefits	80	\$567,809						
Indirect Cost (IC)	90	\$30,230	Indirect Cost (IC)	90	\$129,191						
BOCES Service	49		BOCES Service	49	\$40,000						
Minor Remodeling	30		Minor Remodeling	30							
Equipment	20		Equipment	20							
Total		\$997,563	Total Project Budget		4,252,116						

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

PROPOSED BUDGET FOR A
FEDERAL OR STATE PROJECT
FS-10 (01/10)

☐ = Required Field

Local Agency Information

Funding Source:	School Improvement Grant 1003(g)		
	Implementation		
Report Prepared By:	Julianna Currey		
Agency Name:	Troy City School District		
Mailing Address:	2920 5th Ave		
	Street		
	Troy	NY	12180
	City	State	Zip Code
Telephone # of Report Preparer:	518-328-5436	County:	Rensselaer
E-mail Address:	curreyj@troy.k12.ny.us		
Project Funding Dates:	04/01/2013	8/31/2013	
	Start	End	

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$76,075
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
30 Teachers	\$175/day x 6 days	\$31,500	\$31,500
8 Special Area Teachers	\$175/day x 6 days	\$8,400	\$8,400
7 Grade Level Coaches	\$175/day x 8 days	\$9,800	\$9,800
15 Teacher Assistants	\$125/day x 5 days	\$9,375	\$9,375
3 School Improvement Mangement Team members	Stipend	\$4,000	\$12,000
Public Relations Specialist	Stipend	\$3,000	\$3,000
Administrative Substities	\$400/day x 5 days	\$2,000	\$2,000

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$360
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
School Nurse	\$100/day x 2 days	\$200.00	\$200
School Monitors	\$80/day x 2 days	\$160.00	\$160

PURCHASED SERVICES			
Subtotal - Code 40			\$62,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Home school Coordinao	CEO	\$15,000.00	\$15,000
Mental health Counselor	CEO	\$22,000.00	\$22,000
Professional Development	CASDA	\$1000/day x 25 days	\$25,000

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$79,827
Description of Item	Quantity	Unit Cost	Proposed Expenditure
UNIFORMS			
Khaki Pants	1000.00	\$12.00	\$12,000
Khaki Shorts	1000.00	\$9.00	\$9,000
Long Sleeve Polo Shirts	1000.00	\$6.40	\$6,400
Short Sleeve Polo Shirts	1000.00	\$5.30	\$5,300
iPads (School 10 Pack)	2.00	\$4,790.00	\$9,580
iPad Protective Cases	20.00	\$37.00	\$740
Smart Boards	7.00	\$1,300.00	\$9,100
Smart Mobile floor Stand	7.00	\$324.00	\$2,268
Epson EMP95 2600 ANSI Lumen Projector	7.00	\$547.00	\$3,829
Epson Wireless a/g/b Lan Module	7.00	\$71.00	\$497
Smart Wireless Bluetooth Connection	7.00	\$159.00	\$1,113
Various Materials and Supplies for PR, PD etc		\$20,000.00	\$20,000

TRAVEL EXPENSES			
Subtotal - Code 46			\$10,000
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Public School 2 Transporation	Transportation to and from school for after school, summer and Saturday events	\$10,000	\$10,000

Employee Benefits		
Subtotal - Code 80		\$15,867
Benefit		Proposed Expenditure
Social Security		\$5,847
Retirement	New York State Teachers	\$8,452
	New York State Employees	\$40
	Other - Pension	
Health Insurance		
Worker's Compensation		\$764
Unemployment Insurance		\$764
Other(Identify)		

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) **Manual Entry	\$236,102
B.	Approved Restricted Indirect Cost Rate	3.40%
C.	Subtotal - Code 90	\$8,027

For your information, maximum direct cost base = \$244,129.00

To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding \$25,000 and any flow through funds.

PURCHASED SERVICES WITH BOCES			
Subtotal - Code 49			\$3,200
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
CCSS Professional Development	QUESTAR III	\$800/day x 4 days	\$3,200

MINOR REMODELING		
Subtotal - Code 30		
Description of Work to be Performed	Calculation of Cost	Proposed Expenditure

EQUIPMENT			
Subtotal - Code 20			
Description of Item	Quantity	Unit Cost	Proposed Expenditure

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$76,075
Support Staff Salaries	16	\$360
Purchased Services	40	\$62,000
Supplies and Materials	45	\$79,827
Travel Expenses	46	\$10,000
Employee Benefits	80	\$15,867
Indirect Cost	90	\$8,027
BOCES Services	49	\$3,200
Minor Remodeling	30	
Equipment	20	
Grand Total		\$255,356

Agency Code: **491700010000**

Project #: _____

Contract #: _____

Agency Name: **Troy City School District****FOR DEPARTMENT USE ONLY**Funding Dates: _____
From _____ To _____

Program Approval: _____ Date: _____

Fiscal Year**First Payment****Line #**

Voucher #

First Payment

CHIEF ADMINISTRATOR'S CERTIFICATION

I hereby certify that the requested budget amounts are necessary for the implementation of this project and that this agency is in compliance with applicable Federal and State laws and regulations.

1/24/13 Brian Howard
Date Signature

Dr. Brian Howard, Interim Superintendent
Name and Title of Chief Administrative Officer

Finance: Logged _____ Approved _____ MIR _____

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

PROPOSED BUDGET FOR A
FEDERAL OR STATE PROJECT
FS-10 (01/10)

☐ = Required Field

Local Agency Information

Funding Source:	School Improvement Grant 1003(g) Year 1		
Report Prepared By:	Julianna Currey		
Agency Name:	Troy City School		
Mailing Address:	2920 5th Ave		
	Street		
	Troy	NY	12180
	City	State	Zip Code
Telephone # of Report Preparer:	518-328-5436		County: Rensselaer
E-mail Address:	curreyj@troy.k12.ny		
Project Funding Dates:	9/1/2013		8/31/2014
	Start		End

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$1,054,360
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
38 Teachers (reg ed, SpEd, special area, psychologist, counselor)	Stipend	\$11,500	\$437,000
7 Grade Level coaches	Stipend	\$11,500	\$80,500
7 Teacher Substituets (long term)	7.00	\$45,500	\$318,500
15 Teacher Assistants	Stipend	\$8,000	\$120,000
3 School Improvement Management Team Members	Stipend	\$10,000	\$30,000
Public Relations Specialist	Stipend	\$7,200	\$7,200
Substitutes	\$100/day x 500 days	\$50,000	\$50,000
Teacher Overtime (Saturday Enrichment)	5 tea x 3hr/day	24 days p/y x \$31 p/h	\$11,160

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$22,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
2 School Monitors	Stipend	\$7,000.00	\$14,000
School Nurse	Stipend	\$8,000.00	\$8,000

PURCHASED SERVICES			
Subtotal - Code 40			\$153,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Mental Healrh Counselor	CEO	\$52,000.00	\$52,000
Home School Coordnator	CEO	\$36,000.00	\$36,000
Expansion of Pre K Day	CEO	\$40,000.00	\$40,000
Professional Development	CASDA	\$1000/day x 25 days	\$25,000

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$50,000
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Uniforms	varies	\$20,000.00	\$20,000
Vaious materials and supplies to support ELA, math, and public realations	varies	\$30,000.00	\$30,000

TRAVEL EXPENSES			
Subtotal - Code 46			\$20,000
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Student/Parent transportation	to and from school events and educational field trips	\$20,000	\$20,000

Employee Benefits		
Subtotal - Code 80		\$223,429
Benefit		Proposed Expenditure
Social Security		\$82,342
Retirement	New York State Teachers	\$117,139
	New York State Employees	\$2,420
	Other - Pension	
Health Insurance		
Worker's Compensation		\$10,764
Unemployment Insurance		\$10,764
Other(Identify)		

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) **Manual Entry	\$1,421,459
B.	Approved Restricted Indirect Cost Rate	3.40%
C.	Subtotal - Code 90	\$48,330

For your information, maximum direct cost base = \$1,522,789.00

To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding \$25,000 and any flow through funds.

PURCHASED SERVICES WITH BOCES			
Subtotal - Code 49			\$16,800
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
Professional Development	QUESTAR III	\$800/day x 21 days	\$16,800

MINOR REMODELING		
Subtotal - Code 30		
Description of Work to be Performed	Calculation of Cost	Proposed Expenditure

EQUIPMENT			
Subtotal - Code 20			
Description of Item	Quantity	Unit Cost	Proposed Expenditure

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$1,054,360
Support Staff Salaries	16	\$22,000
Purchased Services	40	\$153,000
Supplies and Materials	45	\$50,000
Travel Expenses	46	\$20,000
Employee Benefits	80	\$223,429
Indirect Cost	90	\$48,330
BOCES Services	49	\$16,800
Minor Remodeling	30	
Equipment	20	
Grand Total		\$1,587,919

Agency Code: **491700010000**

Project #: _____

Contract #: _____

Agency Name: **Troy City School District****FOR DEPARTMENT USE ONLY**

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

CHIEF ADMINISTRATOR'S CERTIFICATION

I hereby certify that the requested budget amounts are necessary for the implementation of this project and that this agency is in compliance with applicable Federal and State laws and regulations.

11/23/13

Date

Brian Howard

Signature

Dr. Brian Howard, Interim Superintendent
Name and Title of Chief Administrative Officer

Fiscal Year**First Payment****Line #**

Voucher # _____

First Payment _____

Finance: Logged _____ Approved _____ MIR _____

III SIG Budget

A. Budget Narrative and Budget Forms

- i. A proposed budget (FS-10) for the pre-implementation period (April 1, 2013 to August 31, 2013) in the amount of \$255,356 is attached.
- ii. A proposed budget (FS-10) for year-one implementation period (September 1, 2013 to August 31, 2013) in the amount of \$1,587,919 is attached.
- iii. The attached Budget Summary Chart shows the projected budget for the School Improvement Grant (SIG). The chart shows projections for the pre-implementation period plus three years of continued implementation. The total for the entire project period is \$4,252,116
- iv. A detailed FS-10 Budget for the pre-implementation period and year-one implementation period is attached. Request for funds have been budgeted in the following categories for the pre-implementation period through year three:

Pre-Implementation Period

Professional Staff – A total of \$76,075 is budgeted to support the following professional staff: teachers, Grade Level Coaches (GLCs), teacher assistants, School Improvement Management (SIM) Team members, a Public Relations Specialist and administrative substitutes. Teachers, coaches and assistants will be paid to participate in summer professional development intended for clarifying school goals, increasing Common Core State Standards (CCSS) familiarity, team building, improving Data Driven Instruction (DDI), learning to use Smart Boards as instructional tools and the use of iPads for assessments and progress monitoring. Teachers and coaches will be paid at a rate of \$175 per diem (Total=\$49,700). Teacher assistants will be paid at \$125 per diem (Total \$9,375). The SIM Team members (consisting of 2 district level administrators and the ELA Curriculum Leader) will be involved with the implementation of the SIG Plan, as well as providing professional development. During the implementation period each team member will be paid a \$4,000 stipend (Total=\$12,000). The Public Relations Specialist (\$3,000 stipend) will be overseeing the purchase and distribution of school uniforms, communication between PS 2/the District and families of PS2, the creation of school-wide information portals, including a PS 2 website, flyers, pamphlets, banners, etc. The administrative substitutes are necessary to cover the building for the principal who will participate in the screening and interviewing of positions for Public School 2 (Total=\$2,000).

Support Staff – A total of \$360 is budgeted for monitors and the school nurse to attend professional development on the SIG Plan and team building (2 monitors at \$80 per day for 2 days and 1 nurse at \$100 per day for 2 days)

Purchased Service- A total of \$62,000 has been budgeted for various purchased services. The district will contract with the following agencies to help support the goals of the SIG.

- **Commission on Economic Opportunity** will be contracted for two contracts (Total =\$37,000) to provide a Home-School Coordinator (\$15,000) and a licensed Mental Health Counselor (\$22,000) for Public School 2. The Home-School Coordinator (HSC) will operate as a liaison between home and school. They will connect PS 2 students and parents with any needed services during the end of the year and throughout the summer. The HSC will work with a team to familiarize parents with the goals and implementation of the SIG plan, as well as to build relationships between home and school. The licensed Mental Health Counselor (MHC) will be available to help families with any mental health concerns,

behavior modifications or family conflicts. She will also help to address the social-emotional needs of the students. Both positions will provide families with home visits during the summer months.

- **Capital Area School Development Association** will be contracted at \$25,000 (25 days at \$1000/day) to provide professional development to teachers, teacher assistants, support staff, and administrators of PS 2 in the areas of leadership, team building, understanding the six tenets of the Diagnostic Tool for School and District Effectiveness, Data Driven Instruction and developmentally appropriate practices. CASDA will also support and mentor the building principal and work with PS 2 on maintaining an instructional program that aligns to the CCSS, incorporate assessment and accountability systems to progress monitor, engage in continuous improvement efforts and assist with the evaluation of the expanded learning program.

Supplies and Materials- A total of \$79,827 is budgeted for supplies and materials. There is \$32,700 budgeted for the purchase of school uniforms for all students. Each student will receive 3 summer/spring uniforms and three fall/winter uniforms. A total of \$9,480 is budgeted for the purchase of 20 iPads for Special Education teachers, reading teachers and Grade Level Coaches. The iPads will be used to monitor assessments, track data and progress monitor. \$740 is budgeted for protective cases for the iPads. One Smart Board (including all necessary accessories) per grade level will be purchased for all regular education classrooms (7 classrooms @ \$2,401 for Smart Board and all accessories; Total = \$16,807). Smart Boards will be utilized by classroom teachers as a tool to implement lessons and immediately evaluate students understanding of the subject matter, appeal to different learning styles of the students, engage students through various mediums and increase learning accessibility (including distance learning). The district staff and Questar III will provide training on the use of Smart Boards and iPads as instructional tools. A total of \$20,000 is budgeted for various materials to support professional development, public relations and supplemental classroom materials.

Travel-A total of \$10,000 has been budgeted for travel. This will include transportation to and from school for students and families to attend school events, parent and school meetings, and other school functions.

Employee Benefits - \$15,867 is budgeted to reflect the total cost for benefits for professional and support staff.

Indirect Cost - The Troy City School District has an indirect cost rate of 3.4%. The Modified Direct Cost Base of \$236,102 excludes contractual amounts in excess of \$25,000 and BOCES services. Total Indirect Cost is \$8,027.

BOCES Purchased Services-\$3,200 is budgeted for Questar III BOCES who will provide teachers and staff professional development in Common Core State Standards (CCSS) in English Language Arts (ELA) and Mathematics, as well as student assessments, progress monitoring, Data Driven Instruction and the use of iPads and Smart Boards as instructional tools.

Year-One Implementation

Professional Staff- A total of \$1,054,360 is budgeted to support the following staff: teachers (all grades, special education, counselors, psychologist and special areas), teacher assistants, Public Relations Specialist, SIM Team Members, and substitutes. Each teacher will receive an \$11,500 stipend for the daily expanded learning hours they will be required to attend that extend beyond the contractual day (Total \$437,000). Grade Level Coaches (GLCs) will also receive an \$11,500 stipend for the additional hours beyond the contractual day (Total \$80,500).

Seven long term substitutes will be needed to cover the classes of the GLCs (Total=\$318,500). Teacher assistants will receive an \$8,000 stipend for the daily hours beyond the contractual day (Total=\$120,000). Each member of the SIM Team will be paid a \$10,000 stipend to support teachers, coaches and administration, as well as provide professional development, complete reports, track data and assist in data analysis for Data Driven Decision Making (total=\$30,000). A \$7,200 stipend is budgeted for the Public Relations Specialist. The roles and responsibilities will remain the same as outlined in the Pre-implementation period. There is \$50,000 budgeted for substitute teachers, which allow for teachers to attend PS2 grade level professional development days and additional professional development opportunities beyond what is outlined in the SIG plan. A total of \$11,160 has been budgeted for teacher overtime, to facilitate Saturday enrichment days focusing on academic support and parent engagement.

Support Staff-A total of \$22,000 is budgeted for support staff, which includes two monitors and one school nurse. The monitors will receive a \$7,000 stipend (Total=\$14,000) and the school nurse will receive an \$8,000 stipend for the additional hours beyond the contractual day.

Purchased Services-A total of \$153,000 is budgeted for various purchased services. The district will contract with the following agencies to help support the goals of the SIG.

- **Commission on Economic Opportunity** will be contracted for three contracts totaling \$128,000 to provide a Home-School Coordinator (HSC), a Mental Health Counselor (MHC) and expansion of the Pre K school day. The HSC will be a liaison between home and school. She will provide services to families with academic concerns, facilitate parent conferences, make home visits, help build stronger relationships between the home and school, meet with teachers, staff and administrators, and participate in and plan Saturday workshops. The licensed MHC will support behaviorally challenged students and help make behavior modifications, provide family and student counseling and refer more external services as necessary. They will also provide character education, address social and emotional needs of students and plan Saturday workshops. The Pre K program within PS 2 will extend the day by two hours to coincide with the building. Pre K teachers will participate in professional development, as well as Friday collaboration, and planning meetings. (Home School Coordinator- \$36,000, Mental Health Counselor- \$52,000, Pre K day extension - \$40,000 Total = \$128,000)
- **Capital Area School Development Association** will be contracted at \$25,000 (25 days at \$1,000 per day) to provide continued professional development to teachers, teacher assistants, support staff, and administrators of PS 2 in the areas of leadership, team building, understanding the six tenets of the Diagnostic Tool for School and District Effectiveness, and Data Driven Instruction (DDI).

Materials and Supplies-A total of \$50,000 is budgeted for materials and supplies. There is \$20,000 allocated for uniforms. This will cover new students, as well as replace uniforms as necessary. There is a \$30,000 budget for various materials and supplies for ELA and math needs, as well as public relations needs. This will include supplemental materials to the core programs, including additional reading texts, math manipulatives and computer software.

Travel-A total of \$20,000 has been budgeted for travel. This will include transportation to and from school for students and families for after school events, as well as Saturday functions. Educational field trips will be taken throughout the year to enhance the curriculum and instruction.

Employee benefits- A total of \$223,429 is budgeted for the benefits for all professional and support staff.

Indirect Cost- The Troy City School District has an indirect cost rate of 3.4%. The Modified Direct Cost Base of \$1,421,459 excludes contractual amounts in excess of \$25,000 and BOCES services. Total Indirect Cost \$48,330.

BOCES Purchased Services-\$16,800 is budgeted for Questar III BOCES to provide teachers and staff continued and ongoing professional development in CCSS in ELA and Mathematics, as well as developmentally appropriate practices, assessments and strategies for working with Students with Disabilities (SWDs) and English Language Learners (ELLs), and progress monitoring 21 days throughout the year and summer. Along with district staff, Questar III will assist with training staff on the use of iPads and Smart Boards as instructional tools.

Year-Two Implementation

Professional Staff- a total of \$882,160 is budgeted for professional staff. All teachers will continue to receive the \$11,500 stipend for the expanded school day (38 teachers at \$11,500=\$437,000). In year 2 the GLCs will be reduced to four. The GLCs will begin to be phased out as teachers are more equipped to provide high quality instruction, and the school is building greater teacher capacity (4 coaches at \$11,500 = \$46,000). Long term subs are needed to replace the four coaches in the classroom during the school year (4 long term substitutes at \$47,000 = \$188,000). The teacher assistants will continue to receive the stipend for the extension of the school day (15 teacher assistants at \$8,000 = \$120,000). The SIM Team will continue to support teachers, staff and administration, provide professional development, analyze data and submit required reports (3 members at \$10,000 =\$30,000). There is \$50,000 budgeted for substitute teachers to allow for teachers to attend PS2 grade level professional development days and additional professional development opportunities beyond what is outlined in the SIG plan. A total of \$11,160 has been budgeted for teacher overtime to facilitate Saturday enrichment days, focusing on academics and parent engagement (24 Saturdays x 3 hours per day x 5 teachers at \$31 per hour.).

Support Staff-The monitors and school nurse will continue to receive a stipend for the hours that are beyond the contractual school day. (2 monitors at \$7,000 and 1 nurse at \$8,000 = \$22,000)

Purchased Services-A total of \$153,000 is budgeted for purchased services. The district will contract with the following agencies to help support the goals of the SIG.

- **Commission on Economic Opportunity** – will be contracted for three contracts totaling \$128,000 to provide a Home-School Coordinator (HSC), a Mental Health Counselor (MHC) and expansion of the Pre K school day. The HSC will be a liaison between home and school. She will provide services to families with academic concerns, facilitate parent conferences, make home visits, help build stronger relationships between the home and school, meet with teachers, staff and administrators, and participate in and plan Saturday workshops. The licensed MHC will support behaviorally challenged students and help make behavior modifications, provide family and student counseling and refer more external services as necessary. They will also provide character education, address social and emotional needs of students and plan Saturday workshops. The Pre K program within PS 2 will extend the day by two hours to coincide with the building. Pre K teachers will participate in professional development, as well as Friday collaboration, and

planning meetings. (Home School Coordinator- \$36,000, Mental Health Counselor- \$52,000, Pre K day extension - \$40,000 Total = \$128,000)

- **Capital Area School Development Association-** will continue to provide PS 2 with professional development. The topics for year two will be based on the needs assessment and evaluation of year one implementation. Topics may include CCSS, understanding the six tenets of the Diagnostic Tool for School and District Effectiveness, leadership, team building, and Data Driven Instruction. (25 days at \$1000 per day. Total = \$25,000)

Materials and Supplies: A total of \$83,834 is budgeted for supplies and materials. There is \$20,000 budgeted for uniforms for new entrants and replacements as necessary. Additional Smart Boards and necessary accessories will be purchased so that each regular education classroom is equipped with one, as well as all special education classrooms (14 at \$2,401 = \$33,614). The purchase of iPads will be for all regular classroom teachers (total=\$9,480). The iPads will be used to help with tracking assessments, progress monitoring and data analysis. There is a total of \$740 budgeted for the protective cases for the iPads. There is an additional \$20,000 for supplemental materials for all core subjects. This may include additional texts, consumable supplies, iPad applications, computer software etc.

Travel: A total of \$20,000 is budgeted for transportation for students and families, which may include before and after school events, parent meetings, parent conferences, school meetings, and Saturday workshops. Educational field trips will be taken throughout the year to enhance curriculum and instruction.

Employee Benefits: A total of \$187,680 has been budgeted to reflect the total benefits for professional and support staff.

Indirect Cost: The Troy City School District has an indirect cost rate of 3.4%. The Modified Direct Cost Base of \$1,253,070 excludes contractual amounts in excess of \$25,000 and BOCES services. The total indirect cost is \$42,604.

BOCES Purchased Services: A total of \$20,000 is budgeted for professional development with Questar II BOCES. Questar III will provide 25 days of professional development throughout the school year and summer months. Smart Boards will be incorporated into every classroom. Questar III, in conjunction with the district technology staff, will provide extensive professional development for using the Smart Board in all content areas to enhance instruction. Additionally, a needs assessment will be conducted along with the evaluation of year one to determine what additional topics and what the focus of year two professional development will be. Some of these topics may be the continuation of the CCSS, technology, and strategies for working with SWDs and ELLs and those who have tested below proficiency.

Year-Three Implementation

Professional Staff- A total of \$656,500 is budgeted for professional staff. All teachers will continue to receive the \$11,500 stipend for the expanded school day (38 teachers at \$11,500=\$437,000). In year three, the GLCs will be reduced to one. By the beginning of year three PS2, will ideally have built teacher capacity, and all teachers will have abundant training and professional development in highly effective teaching and instruction (GLC stipend = \$11,500). A long term substitute is needed to replace the coach in their classroom during the course of the school year (LTS at \$48,000). The teacher assistants will continue to receive the stipend for the extension of the school day (15 teacher assistants at \$8,000 = \$120,000). The SIM Team will continue to support teachers, staff and administration, provide professional development, analyze data and submit required reports (3 members at \$10,000 =\$30,000). There is also \$10,000 budgeted for substitute teachers to allow for teachers to attend additional

professional development opportunities beyond what is outlined in the SIG plan.

Support Staff-The monitors and school nurse will continue to receive a stipend for the hours that are beyond the contractual school day. (2 monitors at \$7,000 and 1 nurse at \$8,000 = \$22,000)

Purchased Services-A total of \$138,000 is budgeted for purchased services. The district will contract with the following agencies to help support the goals of the School Improvement Grant.

- **Commission on Economic Opportunity** – will be contracted for three contracts totaling \$128,000 each to provide a Home-School Coordinator (HSC), a Mental Health Counselor (MHC) and expansion of the Pre K school day. The HSC will be a liaison between home and school. They will provide services to families with academic concerns, facilitate parent conferences, make home visits, help build stronger relationships between the home and school, meet with teachers, staff and administrators, and participate in and plan Saturday workshops. The licensed MHC will support behaviorally challenged students and help make behavior modifications, provide family and student counseling and refer more external services as necessary. They will also provide character education, address social and emotional needs of students and plan Saturday workshops. The Pre K program within PS 2 will extend the day by two hours to coincide with the building. Pre K teachers will participate in professional development, as well as Friday collaboration, and planning meetings. (Home School Coordinator- \$36,000, Mental Health Counselor- \$52,000, Pre K day extension - \$40,000 Total = \$128,000)
- **Capital Area School Development Association**- will continue to provide PS 2 with professional development. The topics for year three will be based on the needs assessment and evaluation of year one and two implementations. Topics may include understanding the six tenets of the Diagnostic Tool for School and District Effectiveness, Common Core State Standards (CCSS), leadership, team building, and Data Driven Instruction. (10 days at \$1000 per day. Total = \$10,000)

Materials and Supplies: A total of \$5,000 is budgeted for supplies and materials for supplemental materials for all core subjects. This may include additional texts, consumable supplies, etc.

Travel: A total of \$5,000 is budgeted for transportation for students and families, which may include before and after school events, parent meetings, parent conferences, school meetings, and Saturday workshops.

Employee Benefits: A total of \$140,833 has been budgeted to reflect the actual cost of professional and support staff.

Indirect Cost: The Troy City School District has an indirect cost rate of 3.4%. The Modified Direct Cost Base of \$889,103 excludes contractual amounts in excess of \$25,000. Total indirect cost is \$30,230.

Troy City School District is committed to making significant changes in PS 2. Through local funds and other grant resources the district is committed to sustaining the goals and actions of the SIG. The district will continue to provide additional professional development in the areas of leadership, cultural responsiveness, deficit thinking, as well as aligning district plans and building leadership and teacher capacity. The district is also committed to using current district administrators to make up the School Improvement Management (SIM) Team, which will allow for greater sustainability beyond the grant.

The district will work to continue the expansion of the school day through the use of local funds and other grant opportunities such as the 21st Century Grant Program and possibly Extended School Day. Newly purchased technology will be upheld and professional development will continue through the district's highly skilled technology department. The district sees this grant as a means to bring about *real* change in the Troy City School District, specifically at School 2. District leaders, teachers, parents and the community are dedicated to making this work. The children of troy deserve nothing less.

Assurances and Waivers for Federal Discretionary Program Funds

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.

Federal Assurances and Certifications, General

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

Federal Assurances and Certifications, NCLB (if appropriate)

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

- NCLB Assurances
- School Prayer Certification

New York State Assurances and Certifications (For discretionary grant programs only)

- Appendix A
- Appendix A-1G
- Appendix A-2

Waiver for the use of Title I Funding for Whole School Programs

If the LEA identified in this application is a Title I school for specific targeted activities only, signing the certification on the application cover page acts as a waiver request to use specific targeted activity funds from this grant for whole-school change programming.

ASSURANCES – NON-CONSTRUCTION PROGRAMS

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the Education Department Program Contact listed in the Application. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

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 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 subagreements.
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.).
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 structure.
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

**CERTIFICATIONS REGARDING LOBBYING;
DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS**

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 subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

ED 80-0013, as amended by the New York State Education Department

**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 which 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.
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.

Section 1.01 ED 80-0014, as amended by the New York State Education Department

**New York State Education Department
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. These assurances are not applicable to certain programs, such as the No Child Left Behind Act. If you have any questions, please contact NYSED.

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;
- (8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- (9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

**New York State Education Department
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);

(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.

Section 1.02

Article II. 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).

APPENDIX A

STANDARD CLAUSES FOR NYS CONTRACTS

The parties to the attached contract, license, lease, amendment or other agreement of any kind (hereinafter, "the contract" or "this contract") agree to be bound by the following clauses which are hereby made a part of the contract (the word "Contractor" herein refers to any party other than the State, whether a contractor, licenser, licensee, lessor, lessee or any other party):

1. EXECUTORY CLAUSE. In accordance with Section 41 of the State Finance Law, the State shall have no liability under this contract to the Contractor or to anyone else beyond funds appropriated and available for this contract.

2. NON-ASSIGNMENT CLAUSE. In accordance with Section 138 of the State Finance Law, this contract may not be assigned by the Contractor or its right, title or interest therein assigned, transferred, conveyed, sublet or otherwise disposed of without the State's previous written consent, and attempts to do so are null and void. Notwithstanding the foregoing, such prior written consent of an assignment of a contract let pursuant to Article XI of the State Finance Law may be waived at the discretion of the contracting agency and with the concurrence of the State Comptroller where the original contract was subject to the State Comptroller's approval, where the assignment is due to a reorganization, merger or consolidation of the Contractor's business entity or enterprise. The State retains its right to approve an assignment and to require that any Contractor demonstrate its responsibility to do business with the State. The Contractor may, however, assign its right to receive payments without the State's prior written consent unless this contract concerns Certificates of Participation pursuant to Article 5-A of the State Finance Law.

3. COMPTROLLER'S APPROVAL. In accordance with Section 112 of the State Finance Law (or, if this contract is with the State University or City University of New York, Section 355 or Section 6218 of the Education Law), if this contract exceeds \$50,000 (or the minimum thresholds agreed to by the Office of the State Comptroller for certain S.U.N.Y. and C.U.N.Y. contracts), or if this is an amendment for any amount to a contract which, as so amended, exceeds said statutory amount, or if, by this contract, the State agrees to give something other than money when the value or reasonably estimated value of such consideration exceeds \$10,000, it shall not be valid, effective or binding upon the State until it has been approved by the State Comptroller and filed in his office. Comptroller's approval of contracts let by the Office of General Services is required when such contracts exceed \$85,000 (State Finance Law Section 163.6.a).

4. WORKERS' COMPENSATION BENEFITS. In accordance with Section 142 of the State Finance Law, this contract shall be void and of no force and effect unless the Contractor shall provide and maintain coverage during the life of this contract for the benefit of such employees as are required to be covered by the provisions of the Workers' Compensation Law.

5. NON-DISCRIMINATION REQUIREMENTS. To the extent required by Article 15 of the Executive Law (also known as the Human Rights Law) and all other State and Federal statutory and constitutional non-discrimination provisions, the Contractor will not discriminate against any employee or applicant for employment because of race, creed, color, sex, national origin, sexual orientation, age, disability, genetic predisposition or carrier status, or marital status. Furthermore, in accordance with Section 220-e of the Labor Law, if this is a contract for the construction, alteration or repair of any public building or public work or for the manufacture, sale or distribution of materials, equipment or supplies, and to the extent that this contract shall be performed within the State of New York, Contractor agrees that neither it nor its subcontractors shall, by reason of race, creed, color, disability, sex, or national origin: (a) discriminate in hiring against any New York State citizen who is qualified and available to perform the work; or (b) discriminate against or intimidate any employee hired for the performance of work under this contract. If this is a building service contract as defined in Section 230 of the Labor Law, then, in accordance with Section 239 thereof, Contractor agrees that neither it nor its subcontractors shall by reason of race, creed, color, national origin, age, sex or disability: (a) discriminate in hiring against any New York State citizen who is qualified and available to perform the work; or (b) discriminate against or intimidate any employee hired for the performance of work under this contract. Contractor is subject to fines of \$50.00 per person per day for any violation of Section 220-e or Section 239 as well as possible termination of this contract and forfeiture of all moneys due hereunder for a second or subsequent violation.

6. WAGE AND HOURS PROVISIONS. If this is a public work contract covered by Article 8 of the Labor Law or a building service contract covered by Article 9 thereof, neither Contractor's employees nor the employees of its subcontractors may be required or permitted to work more than the number of hours or days stated in said statutes, except as otherwise provided in the Labor Law and as set forth in prevailing wage and supplement schedules issued by the State Labor Department. Furthermore, Contractor and its subcontractors must pay at least the prevailing wage rate and pay or provide the prevailing supplements, including the premium rates for

overtime pay, as determined by the State Labor Department in accordance with the Labor Law. Additionally, effective April 28, 2008, if this is a public work contract covered by Article 8 of the Labor Law, the Contractor understands and agrees that the filing of payrolls in a manner consistent with Subdivision 3-a of Section 220 of the Labor Law shall be a condition precedent to payment by the State of any State approved sums due and owing for work done upon the project.

7. NON-COLLUSIVE BIDDING CERTIFICATION. In accordance with Section 139-d of the State Finance Law, if this contract was awarded based upon the submission of bids, Contractor affirms, under penalty of perjury, that its bid was arrived at independently and without collusion aimed at restricting competition. Contractor further affirms that, at the time Contractor submitted its bid, an authorized and responsible person executed and delivered to the State a non-collusive bidding certification on Contractor's behalf.

8. INTERNATIONAL BOYCOTT PROHIBITION. In accordance with Section 220-f of the Labor Law and Section 139-h of the State Finance Law, if this contract exceeds \$5,000, the Contractor agrees, as a material condition of the contract, that neither the Contractor nor any substantially owned or affiliated person, firm, partnership or corporation has participated, is participating, or shall participate in an international boycott in violation of the federal Export Administration Act of 1979 (50 USC App. Sections 2401 et seq.) or regulations thereunder. If such Contractor, or any of the aforesaid affiliates of Contractor, is convicted or is otherwise found to have violated said laws or regulations upon the final determination of the United States Commerce Department or any other appropriate agency of the United States subsequent to the contract's execution, such contract, amendment or modification thereto shall be rendered forfeit and void. The Contractor shall so notify the State Comptroller within five (5) business days of such conviction, determination or disposition of appeal (2NYCRR 105.4).

9. SET-OFF RIGHTS. The State shall have all of its common law, equitable and statutory rights of set-off. These rights shall include, but not be limited to, the State's option to withhold for the purposes of set-off any moneys due to the Contractor under this contract up to any amounts due and owing to the State with regard to this contract, any other contract with any State department or agency, including any contract for a term commencing prior to the term of this contract, plus any amounts due and owing to the State for any other reason including, without limitation, tax delinquencies, fee delinquencies or monetary penalties relative thereto. The State shall exercise its set-off rights in accordance with normal State

practices including, in cases of set-off pursuant to an audit, the finalization of such audit by the State agency, its representatives, or the State Comptroller.

10. RECORDS. The Contractor shall establish and maintain complete and accurate books, records, documents, accounts and other evidence directly pertinent to performance under this contract (hereinafter, collectively, "the Records"). The Records must be kept for the balance of the calendar year in which they were made and for six (6) additional years thereafter. The State Comptroller, the Attorney General and any other person or entity authorized to conduct an examination, as well as the agency or agencies involved in this contract, shall have access to the Records during normal business hours at an office of the Contractor within the State of New York or, if no such office is available, at a mutually agreeable and reasonable venue within the State, for the term specified above for the purposes of inspection, auditing and copying. The State shall take reasonable steps to protect from public disclosure any of the Records which are exempt from disclosure under Section 87 of the Public Officers Law (the "Statute") provided that: (i) the Contractor shall timely inform an appropriate State official, in writing, that said records should not be disclosed; and (ii) said records shall be sufficiently identified; and (iii) designation of said records as exempt under the Statute is reasonable. Nothing contained herein shall diminish, or in any way adversely affect, the State's right to discovery in any pending or future litigation.

11. IDENTIFYING INFORMATION AND PRIVACY NOTIFICATION. (a) **FEDERAL EMPLOYER IDENTIFICATION NUMBER and/or FEDERAL SOCIAL SECURITY NUMBER.** All invoices or New York State standard vouchers submitted for payment for the sale of goods or services or the lease of real or personal property to a New York State agency must include the payee's identification number, i.e., the seller's or lessor's identification number. The number is either the payee's Federal employer identification number or Federal social security number, or both such numbers when the payee has both such numbers. Failure to include this number or numbers may delay payment. Where the payee does not have such number or numbers, the payee, on its invoice or New York State standard voucher, must give the reason or reasons why the payee does not have such number or numbers.

(b) **PRIVACY NOTIFICATION.** (1) The authority to request the above personal information from a seller of goods or services or a lessor of real or personal property, and the authority to maintain such information, is found in Section 5 of the State Tax Law. Disclosure of this information by the seller or lessor to the State is mandatory. The principal purpose for which the information is collected is to enable the State to identify individuals, businesses and others

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Under 1003(g) of the Elementary and Secondary Education Act of 1965
cooperate in the implementation of the contractor's obligations herein; and

(c) the Contractor shall state, in all solicitations or advertisements for employees, that, in the performance of the State contract, all qualified applicants will be afforded equal employment opportunities without discrimination because of race, creed, color, national origin, sex, age, disability or marital status. Contractor will include the provisions of "a", "b", and "c" above, in every subcontract over \$25,000.00 for the construction, demolition, replacement, major repair, renovation, planning or design of real property and improvements thereon (the "Work") except where the Work is for the beneficial use of the Contractor. Section 312 does not apply to: (i) work, goods or services unrelated to this contract; or (ii) employment outside New York State; or (iii) banking services, insurance policies or the sale of securities. The State shall consider compliance by a contractor or subcontractor with the requirements of any federal law concerning equal employment opportunity which effectuates the purpose of this section. The contracting agency shall determine whether the imposition of the requirements of the provisions hereof duplicate or conflict with any such federal law and if such duplication or conflict exists, the contracting agency shall waive the applicability of Section 312 to the extent of such duplication or conflict. Contractor will comply with all duly promulgated and lawful rules and regulations of the Governor's Office of Minority and Women's Business Development pertaining hereto.

13. CONFLICTING TERMS. In the event of a conflict between the terms of the contract (including any and all attachments thereto and amendments thereof) and the terms of this Appendix A, the terms of this Appendix A shall control.

14. GOVERNING LAW. This contract shall be governed by the laws of the State of New York except where the Federal supremacy clause requires otherwise.

15. LATE PAYMENT. Timeliness of payment and any interest to be paid to Contractor for late payment shall be governed by Article 11-A of the State Finance Law to the extent required by law.

16. NO ARBITRATION. Disputes involving this contract, including the breach or alleged breach thereof, may not be submitted to binding arbitration (except where statutorily authorized), but must, instead, be heard in a court of competent jurisdiction of the State of New York.

17. SERVICE OF PROCESS. In addition to the methods of service allowed by the State Civil Practice Law & Rules ("CPLR"), Contractor hereby consents to service of process upon it by registered or certified mail, return receipt requested. Service hereunder shall be complete upon Contractor's actual receipt of process or upon the State's

who have been delinquent in filing tax returns or may have understated their tax liabilities and to generally identify persons affected by the taxes administered by the Commissioner of Taxation and Finance. The information will be used for tax administration purposes and for any other purpose authorized by law. (2) The personal information is requested by the purchasing unit of the agency contracting to purchase the goods or services or lease the real or personal property covered by this contract or lease. The information is maintained in New York State's Central Accounting System by the Director of Accounting Operations, Office of the State Comptroller, 110 State Street, Albany, New York 12236.

12. EQUAL EMPLOYMENT OPPORTUNITIES FOR MINORITIES AND WOMEN. In accordance with Section 312 of the Executive Law, if this contract is: (i) a written agreement or purchase order instrument, providing for a total expenditure in excess of \$25,000.00, whereby a contracting agency is committed to expend or does expend funds in return for labor, services, supplies, equipment, materials or any combination of the foregoing, to be performed for, or rendered or furnished to the contracting agency; or (ii) a written agreement in excess of \$100,000.00 whereby a contracting agency is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon; or (iii) a written agreement in excess of \$100,000.00 whereby the owner of a State assisted housing project is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon for such project, then:

(a) The Contractor will not discriminate against employees or applicants for employment because of race, creed, color, national origin, sex, age, disability or marital status, and will undertake or continue existing programs of affirmative action to ensure that minority group members and women are afforded equal employment opportunities without discrimination. Affirmative action shall mean recruitment, employment, job assignment, promotion, upgradings, demotion, transfer, layoff, or termination and rates of pay or other forms of compensation;

(b) at the request of the contracting agency, the Contractor shall request each employment agency, labor union, or authorized representative of workers with which it has a collective bargaining or other agreement or understanding, to furnish a written statement that such employment agency, labor union or representative will not discriminate on the basis of race, creed, color, national origin, sex, age, disability or marital status and that such union or representative will affirmatively

The Omnibus Procurement Act of 1992 requires that by signing this bid proposal or contract, as applicable, Contractors certify that whenever the total bid amount is greater than \$1 million:

(a) The Contractor has made reasonable efforts to encourage the participation of New York State Business Enterprises as suppliers and subcontractors, including certified minority and women-owned business enterprises, on this project, and has retained the documentation of these efforts to be provided upon request to the State;

(b) The Contractor has complied with the Federal Equal Opportunity Act of 1972 (P.L. 92-261), as amended;

(c) The Contractor agrees to make reasonable efforts to provide notification to New York State residents of employment opportunities on this project through listing any such positions with the Job Service Division of the New York State Department of Labor, or providing such notification in such manner as is consistent with existing collective bargaining contracts or agreements. The Contractor agrees to document these efforts and to provide said documentation to the State upon request; and

(d) The Contractor acknowledges notice that the State may seek to obtain offset credits from foreign countries as a result of this contract and agrees to cooperate with the State in these efforts.

21. RECIPROCITY AND SANCTIONS PROVISIONS. Bidders are hereby notified that if their principal place of business is located in a country, nation, province, state or political subdivision that penalizes New York State vendors, and if the goods or services they offer will be substantially produced or performed outside New York State, the Omnibus Procurement Act 1994 and 2000 amendments (Chapter 684 and Chapter 383, respectively) require that they be denied contracts which they would otherwise obtain. NOTE: As of May 15, 2002, the list of discriminatory jurisdictions subject to this provision includes the states of South Carolina, Alaska, West Virginia, Wyoming, Louisiana and Hawaii. Contact NYS

receipt of the return thereof by the United States Postal Service as refused or undeliverable. Contractor must promptly notify the State, in writing, of each and every change of address to which service of process can be made. Service by the State to the last known address shall be sufficient. Contractor will have thirty (30) calendar days after service hereunder is complete in which to respond.

18. PROHIBITION ON PURCHASE OF TROPICAL HARDWOODS. The Contractor certifies and warrants that all wood products to be used under this contract award will be in accordance with, but not limited to, the specifications and provisions of Section 165 of the State Finance Law, (Use of Tropical Hardwoods) which prohibits purchase and use of tropical hardwoods, unless specifically exempted, by the State or any governmental agency or political subdivision or public benefit corporation. Qualification for an exemption under this law will be the responsibility of the contractor to establish to meet with the approval of the State.

In addition, when any portion of this contract involving the use of woods, whether supply or installation, is to be performed by any subcontractor, the prime Contractor will indicate and certify in the submitted bid proposal that the subcontractor has been informed and is in compliance with specifications and provisions regarding use of tropical hardwoods as detailed in §165 State Finance Law. Any such use must meet with the approval of the State; otherwise, the bid may not be considered responsive. Under bidder certifications, proof of qualification for exemption will be the responsibility of the Contractor to meet with the approval of the State.

19. MACBRIDE FAIR EMPLOYMENT PRINCIPLES. In accordance with the MacBride Fair Employment Principles (Chapter 807 of the Laws of 1992), the Contractor hereby stipulates that the Contractor either (a) has no business operations in Northern Ireland, or (b) shall take lawful steps in good faith to conduct any business operations in Northern Ireland in accordance with the MacBride Fair Employment Principles (as described in Section 165 of the New York State Finance Law), and shall permit independent monitoring of compliance with such principles.

20. OMNIBUS PROCUREMENT ACT OF 1992. It is the policy of New York State to maximize opportunities for the participation of New York State business enterprises, including minority and women-owned business enterprises as bidders, subcontractors and suppliers on its procurement contracts.

Information on the availability of New York State subcontractors and suppliers is available from:

NYS Department of Economic Development

Division for Small Business

30 South Pearl St -- 7th Floor

Department of Economic Development for a current list of jurisdictions subject to this provision.

22. COMPLIANCE WITH NEW YORK STATE INFORMATION SECURITY BREACH AND NOTIFICATION ACT. Contractor shall comply with the provisions of the New York State Information Security Breach and Notification Act (General Business Law Section 899-aa; State Technology Law Section 208).

23. COMPLIANCE WITH CONSULTANT DISCLOSURE LAW. If this is a contract for consulting services, defined for purposes of this requirement to include analysis, evaluation, research, training, data processing, computer programming, engineering, environmental, health, and mental health services, accounting, auditing, paralegal, legal or similar services, then, in accordance with Section 163 (4-g) of the State Finance Law (as amended by Chapter 10 of the Laws of 2006), the Contractor shall timely, accurately and properly comply with the requirement to submit an annual employment report for the contract to the agency that awarded the contract, the Department of Civil Service and the State Comptroller.

24. PROCUREMENT LOBBYING. To the extent this agreement is a "procurement contract" as defined by State Finance Law Sections 139-j and 139-k, by signing this agreement the contractor certifies and affirms that all disclosures made in accordance with State Finance Law Sections 139-j and 139-k are complete, true and accurate. In the event such certification is found to be intentionally false or intentionally incomplete, the State may terminate the agreement by providing written notification to the Contractor in accordance with the terms of the agreement.

25. CERTIFICATION OF REGISTRATION TO COLLECT SALES AND COMPENSATING USE TAX BY CERTAIN STATE CONTRACTORS, AFFILIATES AND SUBCONTRACTORS.

To the extent this agreement is a contract as defined by Tax Law Section 5-a, if the contractor fails to make the certification required by Tax Law Section 5-a or if during the term of the contract, the Department of Taxation and Finance or the covered agency, as defined by Tax Law 5-a, discovers that the certification, made under penalty of perjury, is false, then such failure to file or false certification shall be a material breach of this contract and this contract may be terminated, by providing written notification to the Contractor in accordance with the terms of the agreement, if the covered agency determines that such action is in the best interest of the State.

November, 2010

APPENDIX A-1 G

General

- A. In the event that the Contractor shall receive, from any source whatsoever, sums the payment of which is in consideration for the same costs and services provided to the State, the monetary obligation of the State hereunder shall be reduced by an equivalent amount provided, however, that nothing contained herein shall require such reimbursement where additional similar services are provided and no duplicative payments are received.
- B. This agreement is subject to applicable Federal and State Laws and regulations and the policies and procedures stipulated in the NYS Education Department Fiscal Guidelines found at <http://www.nysed.gov/cafe/>.
- C. For each individual for whom costs are claimed under this agreement, the contractor warrants that the individual has been classified as an employee or as an independent contractor in accordance with 2 NYCRR 315 and all applicable laws including, but not limited to, the Internal Revenue Code, the New York Retirement and Social Security Law, the New York Education Law, the New York Labor Law, and the New York Tax Law. Furthermore, the contractor warrants that all project funds allocated to the proposed budget for Employee Benefits, represent costs for employees of the contractor only and that such funds will not be expended on any individual classified as an independent contractor.
- D. Any modification to this Agreement that will result in a transfer of funds among program activities or budget cost categories, but does not affect the amount, consideration, scope or other terms of this Agreement must be approved by the Commissioner of Education and the Office of the State Comptroller when:
 - a. The amount of the modification is equal to or greater than ten percent of the total value of the contract for contracts of less than five million dollars; or
 - b. The amount of the modification is equal to or greater than five percent of the total value of the contract for contracts of more than five million dollars.
- E. Funds provided by this contract may not be used to pay any expenses of the State Education Department or any of its employees.

Terminations

- A. The State may terminate this Agreement without cause by thirty (30) days prior written notice. In the event of such termination, the parties will adjust the accounts due and the Contractor will undertake no additional expenditures not already required. Upon any such termination, the parties shall endeavor in an orderly manner to wind down activities hereunder.

Safeguards for Services and Confidentiality

- A. Any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department. The material prepared under the terms of this agreement by the Contractor shall be prepared by the Contractor in a form so that it will be ready for copyright in the name of the New York State Education Department. Should the Contractor use the services of consultants or other organizations or individuals who are not regular employees of the Contractor, the Contractor and such organization or individual shall, prior to the performance of any work pursuant to this agreement, enter into a written agreement, duly executed, which shall set forth the services to be provided by such organization or individual and the consideration therefor. Such agreement shall provide that any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department and that such work shall be prepared in a form ready for copyright by the New York State Education Department. A copy of such agreement shall be provided to the State.
- B. All reports of research, studies, publications, workshops, announcements, and other activities funded as a result of this proposal will acknowledge the support provided by the State of New York.
- C. This agreement cannot be modified, amended, or otherwise changed except by a written agreement signed by all parties to this contract.
- D. No failure to assert any rights or remedies available to the State under this agreement shall be considered a waiver of such right or remedy or any other right or remedy unless such waiver is contained in a writing signed by the party alleged to have waived its right or remedy.

- E. Expenses for travel, lodging, and subsistence shall be reimbursed in accordance with the policies stipulated in the aforementioned Fiscal guidelines.
- F. No fees shall be charged by the Contractor for training provided under this agreement.
- G. Nothing herein shall require the State to adopt the curriculum developed pursuant to this agreement.
- H. All inquiries, requests, and notifications regarding this agreement shall be directed to the Program Contact or Fiscal Contact shown on the Grant Award included as part of this agreement.
- I. This agreement, including all appendices, is, upon signature of the parties and the approval of the Attorney General and the State Comptroller, a legally enforceable contract. Therefore, a signature on behalf of the Contractor will bind the Contractor to all the terms and conditions stated therein.
- J. The parties to this agreement intend the foregoing writing to be the final, complete, and exclusive expression of all the terms of their agreement.

Appendix A-2

American Recovery and Reinvestment Act of 2009 (ARRA) **ADDITIONAL CONTRACT RECORD KEEPING REQUIREMENTS**

This contract, is funded, in whole or in part, by the American Recovery and Reinvestment Act of 2009 (ARRA). The United States Office of Management and Budget (OMB) has released, "Implementing Guidance for Reports on Use of Funds Pursuant to the American Recovery and Reinvestment Act of 2009." (M-09-21) This guidance provides detailed information on reporting requirements included in Section 1512 of the Recovery Act.

Recipient vendors receiving ARRA funding will be required to submit quarterly information which will include at a minimum the following information:

- Vendor name and zip code of Vendor headquarters;
- Expenditures (per quarter and cumulative);
- Expenditure description; and
- Estimates on jobs created or retained via the expenditure of these funds by the Vendor.

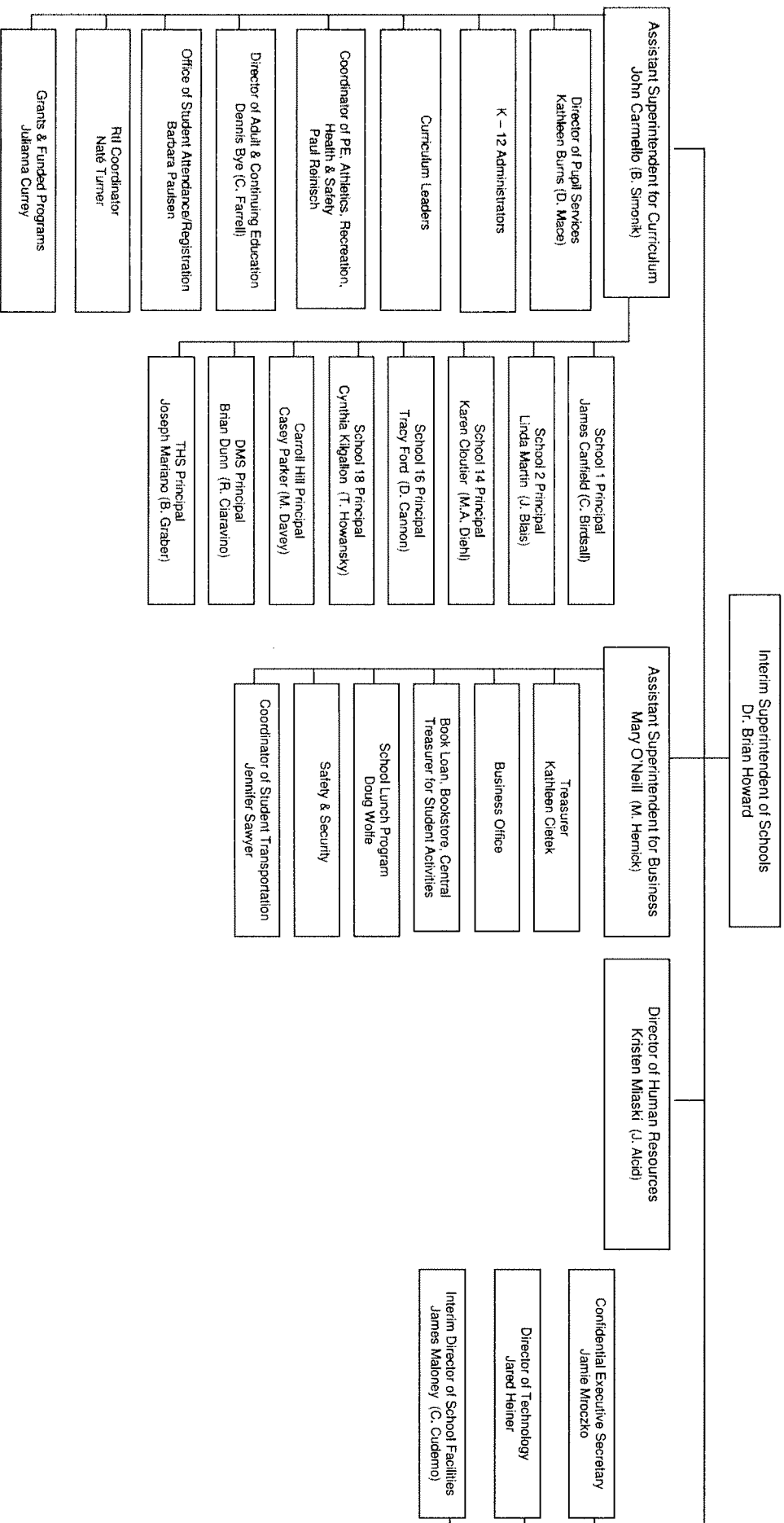
Additional data may be required from vendors as a result of guidance issued by OMB.

Vendors will be required to submit the ARRA data in a form and format to be determined by the New York State Education Department (NYSED). NYSED anticipates that the reporting information will be provided to Vendors no later than August 30th. There will be no additional compensation for this reporting activity and it is anticipated that the Quarterly Reporting forms will be required in both paper and electronic formats.

An employee of any non-federal employer receiving ARRA funds may not be discharged, demoted, otherwise discriminated against as a reprisal for disclosing to law enforcement and other officials information that the employee reasonably believes is evidence of:

- Gross mismanagement;
- Gross waste of covered funds;
- A danger to public health and safety;
- An abuse of authority; or
- A violation of law.

THE ENLARGED CITY SCHOOL DISTRICT OF TROY CENTRAL ADMINISTRATION CHART 2012 - 2013



District Offered PD

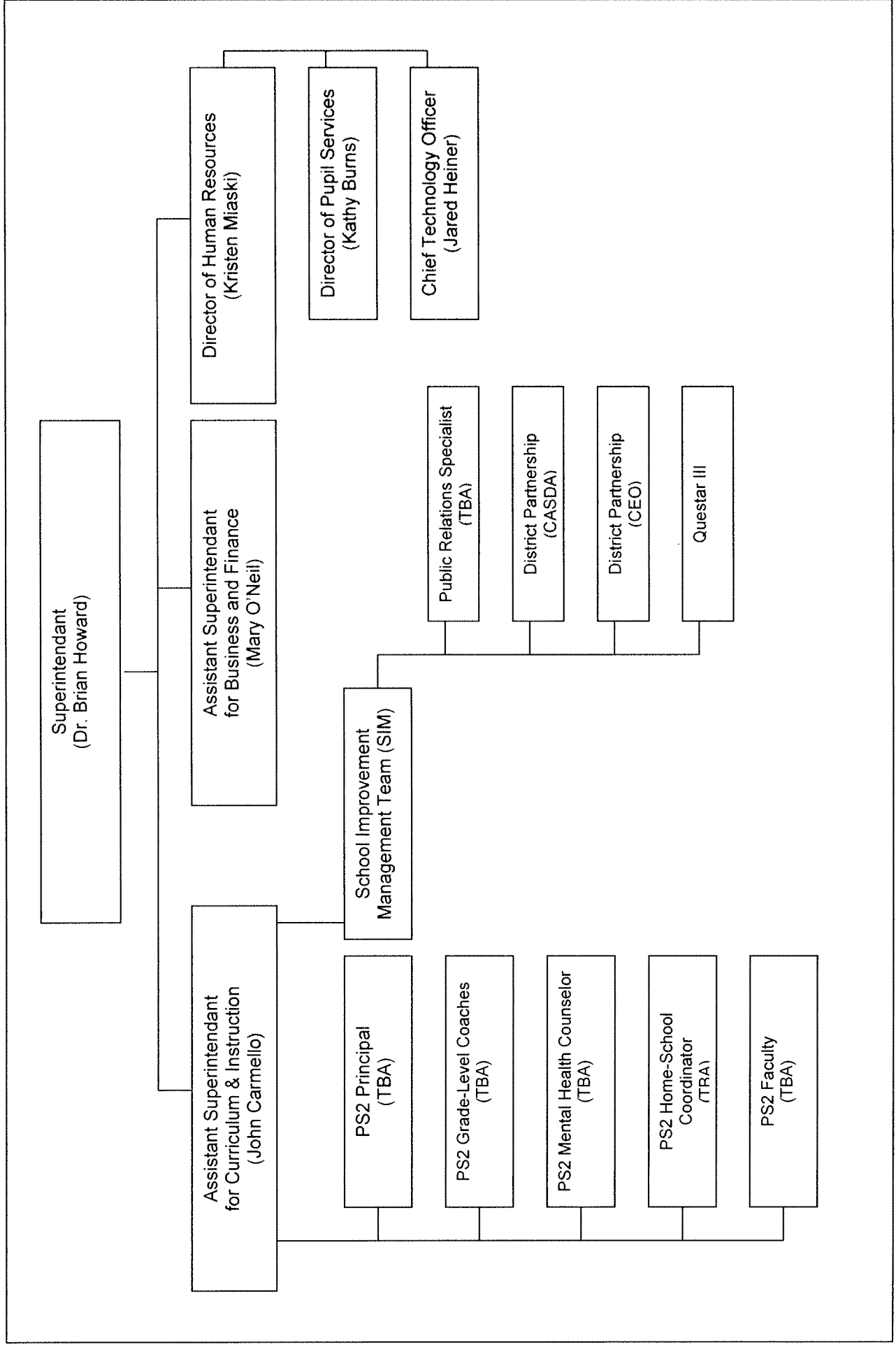
April 2013-August 2014

Professional Dev.	Time Frame	Provider	Measurable Outcomes	Method by which Outcomes will be Analyzed & Reported
<ul style="list-style-type: none"> Fountas & Pinnell CCSS ELA & Math Pre K 	June 24-28, 2013	District Staff Questar III	<ul style="list-style-type: none"> Teachers will be able to progress monitor students to inform instruction Teachers will gain further insight on the ELA CCSS and the instructional shifts Teachers will gain further insight on the Math CCSS and the instructional shifts. Teachers will be able to identify ways in which to integrate Math skills in other content areas. 	<ul style="list-style-type: none"> Faculty will complete district professional development evaluation Teachers will be assessed on their knowledge of CCSS in ELA and Math by walkthrough by building and district administrators and formal observations All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent-Teacher conferences, student assemblies, Core Management meetings, and BOE meetings. A summary of Professional Development will be included in quarterly reports.
<ul style="list-style-type: none"> Building Leadership Capacity 	April 2013 – August 2014 At least 1x/month	CASDA	<ul style="list-style-type: none"> Leaders will gain insight into the current vision for the district Leaders will understand the six tenets of the DTSDE Leaders will Leaders and teachers will understand the purpose of Data Driven Instruction. Teachers will review sound DDI Teachers will identify practices that elicit Data-Driven Decision making. 	<ul style="list-style-type: none"> Staff surveys Leaders and teachers will be informally assessed on DDI knowledge and practices during District and school level Data meetings. Teachers will be formally assessed on their ability to demonstrate DDI practices based on data driven decisions through APPR. All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent-Teacher conferences, student assemblies, Core Management meetings, and BOE meetings. A summary of Professional Development will be included in quarterly reports.
<ul style="list-style-type: none"> Data Driven Instruction (DDI) and Data Driven Decision Making 	April 2013 – August 2014 At least 1x/month	CASDA	<ul style="list-style-type: none"> Leaders and teachers will understand the six tenets and the Statement of Practices Leaders will gain further insight on district and state initiatives Leaders will collaborate with all administrators within the district 	<ul style="list-style-type: none"> staff surveys DTSDE Understanding the tenets through APPR Leaders will inform their building teachers and staff about the district leadership vision and expectations
<ul style="list-style-type: none"> Six Tenets of the Diagnostic Tool for School and District Effectiveness 	April 2013 – August 2014	CASDA	<ul style="list-style-type: none"> Leaders will gain further insight on district and state initiatives Leaders will collaborate with all administrators within the district 	<ul style="list-style-type: none"> staff surveys DTSDE Understanding the tenets through APPR Leaders will inform their building teachers and staff about the district leadership vision and expectations
<ul style="list-style-type: none"> Administrative Council 	Every 2 nd Tuesday of the month	Assistant Superintendent for Curriculum and Instruction	<ul style="list-style-type: none"> Leaders will gain further insight on district and state initiatives Leaders will collaborate with all administrators within the district 	<ul style="list-style-type: none"> Leaders will inform their building teachers and staff about the district leadership vision and expectations
<ul style="list-style-type: none"> Principal Meetings 	2x/month	Assistant Superintendent for Curriculum and Instruction	<ul style="list-style-type: none"> Principals will gain further insight on district and state initiatives Principals will understand the APPR plan and follow all protocols of the district APPR plan Teachers will gain further insight on the ELA CCSS and the instructional shifts. 	<ul style="list-style-type: none"> Leaders will inform their building teachers and staff about the district leadership vision and expectations Follow up teacher evaluations and feedback Teachers will be informally assessed on their ELA CCSS
<ul style="list-style-type: none"> ELA Common Core State Standards(CCSS) /Content 	April 2013 – August 2014	Questar III	<ul style="list-style-type: none"> Principals will gain further insight on the ELA CCSS and the instructional shifts. 	<ul style="list-style-type: none"> Teachers will be informally assessed on their ELA CCSS

District Offered PD
April 2013-August 2014

Areas			- Teachers will be able to identify ways in which to integrate Literacy skills in other content areas.	knowledge and their ability to integrate said knowledge in other content areas during grade-level meetings and walk-thrus. - Teachers will formally be assessed of their ELA CCSS knowledge and their ability to integrate their said knowledge in other content areas through APPR. <u>All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent-Teacher conferences, student assemblies, Core Management meetings, and BOE meetings.</u>
<ul style="list-style-type: none"> Math Common Core State Standards(CCSS) /Content Areas 	April 2013 – August 2014	Questar III	<ul style="list-style-type: none"> - Teachers will gain further insight on the Math CCSS and the instructional shifts. - Teachers will be able to identify ways in which to integrate Math skills in other content areas. 	<ul style="list-style-type: none"> - Teachers will be informally assessed on their Math CCSS knowledge and their ability to integrate said knowledge in other content areas during grade-level meetings and walk-thrus. - Teachers will formally be assessed of their Math CCSS knowledge and their ability to integrate their said knowledge in other content areas through APPR. <p><u>All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent-Teacher conferences, student assemblies, Core Management meetings, and BOE meetings.</u></p>
<ul style="list-style-type: none"> APPR 	September November February	District APPR Committee	<ul style="list-style-type: none"> - Teachers will gain further insight on the district approved APPR plan - Leaders will understand the process of the APPR plan 	<ul style="list-style-type: none"> - Teachers will have common assessments in place, accurately create SLO's and pre-observation forms

Troy City School District
Organizational Chart, PS2 Reconfiguration
2013



April 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Posting for principal	2	3	4	5	6
7	8	9	10	11	12	13
14	15 Initiate screening & interviewing for principal	16 NYS ELA testing	17 NYS ELA testing	18 NYS ELA testing	19	20
21	22	23	24 NYS Math testing	25 NYS Math testing	26 NYS Math testing	27
28	29	30				

- Framing conversation w/ staff, parents, community about new program
- Developing Public Relation plans
- The screening and interviewing of the principal will be an ongoing process until the best candidate is chosen
- Contracts with partnerships and memorandums of agreement (MOA) with labor-management organizations
- Ongoing support of current staff to ensure best possible transition process

May 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Principal is placed	2 Screening and interviewing for grade level coaches begins	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20 Screening and interviewing for teachers begins	21	22	23	24	25
26	27 Memorial Day	28	29	30	31	
<ul style="list-style-type: none"> • Selecting teachers and staff for School 2 • Public Relations implementation • Ongoing support of current staff to ensure best possible transition process 						

June 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 NYS Science testing	4	5	6	7	8
9	10 All teachers, staff, and coaches are in place	11	12	13	14	15
16	17	18	19	20	21	22
23	24 District PD	25 District PD	26 District PD	27 District PD	28 District PD	29
30	<ul style="list-style-type: none"> Communicating with families Professional development for staff Ongoing support for current staff – transition procedures for incoming staff 					

July 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4 Independence Day	5	6
7	8	9	10	11	12	13
14	15	16 Coaches/ Leadership training (8-3)	17 Coaches/ Leadership training (8-3)	18	19	20
21	22	23 Coherence of Mission/ Character Ed Development (8-3) Mandatory PD	24 Culturally Responsive workshop (8-3)	25 6 Tenets (8-11) DDI Professional Development (12-3)	26 iPad/ Smartboard training	27
28	29	30 Common Core ELA/ Science/Soci al/Studies training (8-3)	31 Common Core Math/Scienc e/Social Studies training (8-3)			
<ul style="list-style-type: none"> Ongoing support for current staff – transition procedures for incoming staff 						

August 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7 iPad/ Smartboard training (repeat)	8	9	10
11	12 Coaches review and plan (8-3)	13 Common Core ELA/ Science/Soci al/Studies training (8-3) (repeat)	14 Common Core Math/ Science/Soci al/Studies training (8-3) (repeat)	15 Culturally Responsive Workshop (8-3) (repeat)	16 6 Tenets (8-11) DDI Professional Development (12-3) (repeat)	17
18	19	20	21	22	23	24
25	26	27	28 1 st day of school (8-11:30) (½ day students, ½ day team building)	29	30	31
<ul style="list-style-type: none"> Ongoing support for current staff – transition procedures for incoming staff 						

September 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Labor Day	3 NO STUDENTS District PD Day	4 2 nd day of School for PS 2 students	5 Rosh Hashana	6 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	7 Student and Family Academic Focus (9:00-11:30)
8	9	10	11	12	13 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	14 Yom Kippur
15	16	17	18 ½ day Principal & SIM team meeting ½ day Core Management meeting	19	20 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	21 Student and Family Parent Engagement Focus (9:00-11:30)
22	23	24	25	26	27 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	28
29	30					

- Ongoing support for current staff – transition procedures for incoming staff

October 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	5 Student and Family Academic Focus (9:00-11:30)
6	7	8 Grades PK-1 PD	9 Grades 2-3 PD	10 Grades 4-5 PD	11 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	12
13	14 Columbus Day NO SCHOOL	15	16 ½ day Principal & SIM team meeting ½ day Core Management meeting	17	18 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	19 Student and Family Parent Engagement Focus (9:00-11:30)
20 (week of) K & 1 pre observations, observations and initial discussion for post observation	21	22	23	24	25 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	26
27 (week of) *SpEd-A pre observations, observations and initial discussion for post observation	28	29	30	31		

- Building principal and administrators of SIM team to conduct observations
- Director of Pupil Services to conduct Special Education observations

*Special Education classroom teachers will be broken up into two groups (SpEd-A, SpEd-B) to complete observations.

November 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	2 Student and Family Academic Focus (9:00-11:30)
3 (week of) grades 2, 3 & *SpEd-B pre observations, observations and initial discussion for post observation	4	5 NO STUDENTS PD DAY	6	7	8 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	9
10 (week of) Grades K & 1 formal observation write up distributed	11 Veterans Day NO SCHOOL	12	13	14	15 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	16 Student and Family Parent Engagement Focus (9:00-11:30)
17(week of) Grades 4 & 5 pre observations, observations and initial discussion for post observation *SpEd-A formal observation write up distributed	18	19	20 ½ day Principal & SIM team meeting ½ day Core Management meeting	21	22 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	23
24(week of) Grades 2,3 & *SpEd-B formal observation write up distributed Special area teachers pre observations, observations and initial discussion for post	25	26	27	28 Thanksgiving Day NO SCHOOL	29 NO SCHOOL	30

November Goals:

- Building principal and administrators of SIM team to conduct observations
- Director of Pupil Services to conduct Special Education observations

*Special Education classroom teachers will be broken up into two groups (SpEd-A, SpEd-B) to complete observations.

December 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	7 Student and Family Academic Focus (9:00-11:30)
8 (week of) Grades 4 & 5 formal observation write up distributed	9	10	11 ½ Day for students (early dismissal) PD Day	12	13 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	14 Student and Family Parent Engagement Focus (9:00-11:30)
15 (week of) Special area teachers formal observation write up distributed	16	17	18 ½ day Principal & SIM team meeting ½ day Core Management meeting	19	20 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	21
22	23 NO SCHOOL	24 NO SCHOOL	25 Christmas Day	26 NO SCHOOL	27 NO SCHOOL	28
29	30 NO SCHOOL	31 NO SCHOOL				

- Building principal and administrators of SIM team to conduct observations

January 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 New Year's Day	2	3 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	4
5	6	7 Grades PK-1 PD Day	8 Grades 2-3 PD Day	9 Grades 4-5 PD Day	10 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	11 Student and Family Academic Focus (9:00-11:30)
12(week of) K & 1 pre observations, observations and initial discussion for post observation	13	14	15 ½ day Principal & SIM team meeting ½ day Core Management meeting	16	17 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	18
19 (week of) *SpEd-A pre observations, observations and initial discussion for post observation	20 M L King Day NO SCHOOL	21	22	23	24 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	25 Student and Family Parent Engagement Focus (9:00-11:30)
26	27	28	29	30	31 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	

- Building principal and administrators of SIM team to conduct observations
- Director of Pupil Services to conduct Special Education observations

*Special Education classroom teachers will be broken up into two groups (SpEd-A, SpEd-B) to complete observations.

February 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Student and Family Academic Focus (9:00–11:30)
2 (week of) grades 2, 3 & *SpEd-B pre observations, observations and initial discussion for post observation	3	4 NO STUDENTS PD Day	5	6	7 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	8 Student and Family Parent Engagement Focus (9:00-11:30)
9 (week of) Grades K & 1 formal observation write up distributed	10	11	12 ½ day Principal & SIM team meeting ½ day Core Management meeting	13	14 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	15
16	17 Presidents' Day NO SCHOOL	18 NO SCHOOL	19 NO SCHOOL	20 NO SCHOOL	21 NO SCHOOL	22
23(week of) Grades 4 & 5 pre observations, observations and initial discussion for post observation *SpEd-A formal observation write up distributed	24	25	26	27	28 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	

- Building principal and administrators of SIM team to conduct observations
- Director of Pupil Services to conduct Special Education observations

*Special Education classroom teachers will be broken up into two groups (SpEd-A, SpEd-B) to complete observations.

March 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Student and Family (Academic Focus 9:00 – 11:30)
2 (week of) Grades 2,3 & *SpEd-B formal observation write up distributed Special area teachers pre observations, observations and initial discussion for post	3	4	5	6	7 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	8
9 (week of) Grades 4 & 5 formal observation write up distributed	10	11 Grades PK-1 PD Day	12 Grades 2-3 PD Day	13 Grades 4-5 PD Day	14 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	15 Student and Family Parent Engagement Focus (9:00-11:30)
16 (week of) Special area teachers formal observation write up distributed	17	18	19 ½ day Principal & SIM team meeting ½ day Core Management meeting	20	21 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	22
23	24	25	26	27	28 NO STUDENTS PD Day	29
30	31	<ul style="list-style-type: none"> Building principal and administrators of SIM team to conduct observations Director of Pupil Services to conduct Special Education observations <p>*Special Education classroom teachers will be broken up into two groups (SpEd-A, SpEd-B) to complete observations.</p>				

April 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 <i>NYS ELA testing</i>	2 <i>NYS ELA testing</i>	3 <i>NYS ELA testing</i>	4 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	5 Student and Family Academic Focus (9:00-11:30)
6 Grades K-2 and SpEd Additional observations	7	8	9	10	11 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	12 Student and Family Parent Engagement Focus (9:00-11:30)
13 Grades K-2 and SpEd Additional observations	14	15	16 ½ day Principal & SIM team meeting ½ day Core Management meeting	17	18 NO SCHOOL Good Friday	19
20 Easter Sunday	21 NO SCHOOL	22 NO SCHOOL	23 NO SCHOOL	24 NO SCHOOL	25 NO SCHOOL	26
27 Grades 3-5 and Special Area Teachers Additional Observations	28	29	30 <i>NYS Math testing</i>			

- NO PD this month due to state testing Building principal and administrators of SIM team to conduct observations
- Director of Pupil Services to conduct Special Education observations

*Special Education classroom teachers will be broken up into two groups (SpEd-A, SpEd-B) to complete observations.

May 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 <i>NYS Math testing</i>	2 <i>NYS Math testing</i> *(2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	3 Student and Family Academic Focus (9:00–11:30)
4 Grades 3-5 and Special Area Teachers Additional Observations	5	6	7 ½ Day for students (early dismissal) PD Day	8	9 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	10
11	12	13	14 ½ day Principal & SIM team meeting ½ day Core Management meeting	15	16 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	17 Student and Family Parent Engagement Focus (9:00-11:30)
18	19	20	21	22	23 NO SCHOOL	24
25	26 NO SCHOOL Memorial Day	27	28	29	30 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	31

- Needs assessment on PD and implementation of Year One
- Building principal and administrators of SIM team to conduct observations
- Director of Pupil Services to conduct Special Education observations

*Special Education classroom teachers will be broken up into two groups (SpEd-A, SpEd-B) to complete observations.

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June 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 <i>NYS Science testing</i>	3	4	5	6 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	7 Student and Family Academic Focus (9:00-11:30)
8	9	10 Grades PK-1 PD Day	11 Grades 2-3 PD Day	12 Grades 4-5 PD Day	13 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	14
15	16	17	18 ½ day Principal & SIM team meeting ½ day Core Management	19	20 (2:30-3:30) Grade level collaboration (3:30-4:30) School level collaboration	21 Student and Family Parent Engagement Focus (9:00-11:30)
22	23	24	25	26	27	28
29	30					
<ul style="list-style-type: none"> Needs assessment on PD and implementation of Year One Planning for summer and Year Two 						

July 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4 Independence Day	5
6	7	8	9 PS2 PD Day	10 PS2 PD Day	11	12 Student and Family Parent Engagement Focus (9:00-11:30)
13	14	15	16	17	18	19
20	21	22 PS2 PD Day	23 PS2 PD Day	24	25	26
27	28	29	30	31		

August 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5 PS2 PD Day	6 PS2 PD Day	7	8	9 Student and Family Parent Engagement Focus (9:00-11:30)
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Pre-Implementation July-August 2013

Professional Dev.	July 2013	Provider	Measurable Outcomes	Method by which Outcomes will be Analyzed & Reported
<ul style="list-style-type: none"> Coaching/Leadership 	- 7/16 & 7/17 Full Day	CASDA	<ul style="list-style-type: none"> - Grade-Level Coaches (GLC's) will understand their role(s) as coaches. - Grade-Level Coaches will be provided with resources to support their role(s) as coaches. - Building principal will gain insight on school-level reform and/ or successful school turn-around models. - Building principal will understand his/her role as a school, district, and community leader. - Building principal will be provided with resources to support his/her role as principal. 	<ul style="list-style-type: none"> - Faculty will complete an evaluation of the professional development. - Teacher improvement will be assessed via student achievement data, parent engagement, grade-level collaboration, Annual Professional Performance Review (APPR), and etc. - GLC's will be formally evaluated by the building principal via APPR. - GLC's will be informally evaluated by the School Improvement Management Team on their ability access provided resources. - SIM Team will assess the GLC's effectiveness through surveying teachers and building administration. - Building principal will be formally evaluated by the Asst. Superintendent for Curriculum & Instruction. - <u>All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent-Teacher conferences, student assemblies, Core Management meetings, and BOE meetings. A summary of Professional Development will be included in quarterly reports.</u> - Faculty will complete an evaluation of the professional development. - The faculty's understanding and adherence to the building's mission will be assessed via a school climate survey. - The school culture/climate will informally be assessed by the SIM Team through observation. - <u>All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent-Teacher conferences, student assemblies, Core Management meetings, and BOE meetings. A summary of Professional Development will be included in quarterly reports.</u> - Faculty will complete an evaluation of the professional development. - Teachers will be formally assessed on their ability to embed character education within their practices through APPR.
<ul style="list-style-type: none"> Cohence of Mission 	- 7/23 Full Day	Building Principal & District Leadership	<ul style="list-style-type: none"> - Building faculty will review the building's mission and its' relevance to the current reform initiative. - Faculty will review evidence- practices that will foster the building's mission. 	<ul style="list-style-type: none"> - Faculty will complete an evaluation of the professional development. - The faculty's understanding and adherence to the building's mission will be assessed via a school climate survey. - The school culture/climate will informally be assessed by the SIM Team through observation. - <u>All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent-Teacher conferences, student assemblies, Core Management meetings, and BOE meetings. A summary of Professional Development will be included in quarterly reports.</u> - Faculty will complete an evaluation of the professional development. - Teachers will be formally assessed on their ability to embed character education within their practices through APPR.
<ul style="list-style-type: none"> Character Education (CE) 	- 7/23 Full Day	CASDA	<ul style="list-style-type: none"> - Building faculty will receive an overview on character education and its significance to student achievement, child-development, and self-efficacy. - Faculty will identify ways to embed character 	<ul style="list-style-type: none"> - Faculty will complete an evaluation of the professional development. - Teachers will be formally assessed on their ability to embed character education within their practices through APPR.

Pre-Implementation July-August 2013

			education into their daily instructional/ behavioral practices and interactions with students.	<ul style="list-style-type: none"> - Discipline data (i.e., suspension and referral) will be assessed. - The VADIR Report will be analyzed. - A climate/culture assessment will be completed. All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent-Teacher conferences, student assemblies, Core Management meetings, and BOE meetings. A summary of Professional Development will be included in quarterly reports.
<ul style="list-style-type: none"> • Culturally Responsive (CR) 	- 7/24 Full Day	NYU-Steinhardt Metropolitan School Center TAC-D	<ul style="list-style-type: none"> - Faculty will review and gain an understanding of Cultural Responsiveness. - Faculty will understand the relevance of Cultural Responsiveness to their work as urban educators. - Teachers will review classroom and school practices that reflect Cultural Responsiveness. 	<ul style="list-style-type: none"> - Faculty will complete an evaluation of the professional development. - Discipline data (i.e., suspension and referral) will be assessed. - The VADIR Report will be analyzed. - A climate/culture assessment will be completed. - Teachers will be formally assessed on their ability to demonstrate culturally responsive practices through APPR. All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent-Teacher conferences, student assemblies, Core Management meetings, and BOE meetings. A summary of Professional Development will be included in quarterly reports.
<ul style="list-style-type: none"> • SMART Board/iPAD Training 	- 7/26	TCSD Technology Dept.	<ul style="list-style-type: none"> - Specific groups of teachers will be provided with an overview on how to use (technical support)SMART Boards and iPads. - Teachers will understand how this technology can potentially enhance instructional practices and effectively engage students. - Teachers will identify ways to use this technology to record and analyze data. 	<ul style="list-style-type: none"> - Faculty will complete an evaluation of the professional development. - Teachers will be formally assessed on their ability through APPR. - Student engagement, through the use of technology, will be informally gauged through student participation, motivation, completion of assignments, and etc.
<ul style="list-style-type: none"> • Data Driven Instruction (DDI) & Response to Intervention (RtI) 	- 7/25 1/2 Day	Questar III	<ul style="list-style-type: none"> - Teachers will understand the purpose of Data Driven Instruction. - Teachers will gain further insight on Response to Intervention. - Teachers will identify similarities between DDI and RtI. - Teachers will review sound DDI and RtI practices. - Teachers will identify practices that elicit and Data-Driven Decision making. 	<ul style="list-style-type: none"> - Teachers will be informally assessed on DDI and RtI knowledge and practices during District and school level Data meetings. - Teachers will be formally assessed on their ability to effectively implement RtI through APPR and PST requests/ referrals. - Teachers will be formally assessed on their ability to demonstrate DDI practices based on Data Driven Decisions through APPR.

*PST= Problem Solving Team

Pre-Implementation July-August 2013

				<p><u>All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent-Teacher conferences, student assemblies, Core Management meetings, and BOE meetings. A summary of Professional Development will be included in quarterly reports.</u></p> <p>-Surveys and evaluations</p> <p>-Understanding of the tenets through APPR</p> <p>-Percentage of students achieving proficiency in all content areas</p>
<ul style="list-style-type: none"> Six Tenets of the Diagnostic Tool for School and District Effectiveness 	7/25 1/2 Day	CASDA	<p>-Grade Level Coaches, teachers and leaders will understand the 6 tenets and Statement of Practices</p> <p>-Grade Level Coaches, teachers and leaders will use the 6 tenets and Statements of Practice in turnaround efforts</p>	<p>-Teachers will be informally assessed on their ELA CCSS knowledge and their ability to integrate said knowledge in other content areas during grade-level meetings and walk-thrus.</p> <p>- Teachers will formally be assessed of their ELA CCSS knowledge and their ability to integrate their said knowledge in other content areas through APPR.</p> <p><u>All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent-Teacher conferences, student assemblies, Core Management meetings, and BOE meetings. A summary of Professional Development will be included in quarterly reports.</u></p>
<ul style="list-style-type: none"> ELA Common Core State Standards(CCSS) /Content Areas 	- 7/31 Full Day	Questar III	<p>- Teachers will gain further insight on the ELA CCSS and the instructional shifts.</p> <p>- Teachers will be able to identify ways in which to integrate Literacy skills in other content areas.</p>	<p>- Teachers will be informally assessed on their ELA CCSS knowledge and their ability to integrate said knowledge in other content areas during grade-level meetings and walk-thrus.</p> <p>- Teachers will formally be assessed of their Math CCSS knowledge and their ability to integrate their said knowledge in other content areas through APPR.</p> <p><u>All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent-Teacher conferences, student assemblies, Core Management meetings, and BOE meetings. A summary of Professional Development will be included in quarterly reports.</u></p>
<ul style="list-style-type: none"> Math Common Core State Standards(CCSS) /Content Areas 	7/31 Full Day	Questar III	<p>- Teachers will gain further insight on the Math CCSS and the instructional shifts.</p> <p>- Teachers will be able to identify ways in which to integrate Math skills in other content areas.</p>	<p>- Teachers will be informally assessed on their Math CCSS knowledge and their ability to integrate said knowledge in other content areas during grade-level meetings and walk-thrus.</p> <p>- Teachers will formally be assessed of their Math CCSS knowledge and their ability to integrate their said knowledge in other content areas through APPR.</p> <p><u>All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent-Teacher conferences, student assemblies, Core Management meetings, and BOE meetings. A summary of Professional Development will be included in quarterly reports.</u></p>

Pre-Implementation July-August 2013

			<u>Professional Development will be included in quarterly reports.</u>
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Professional Dev.	August 2013	Provider	Measurable Outcomes	Method by which Outcomes will be Analyzed & Reported
<ul style="list-style-type: none"> SMART Board/iPAD Training 	- 8/7	TCSd Technology Dept.	<ul style="list-style-type: none"> - Specific groups of teachers will be provided with an overview on how to use (technical support) SMART Boards and iPads. - Teachers will understand how this technology can potentially enhance instructional practices and effectively engage students. - Teachers will identify ways in which to use this technology to record and analyze data. 	<ul style="list-style-type: none"> - Faculty will complete an evaluation of the professional development.. - Teachers will be formally assessed on their ability through APPR. - Student engagement, through the use of technology, will be informally gauged through student participation, motivation, completion of assignments, and etc.
<ul style="list-style-type: none"> Coaching/Leadership Review 	- 8/12 Full Day	CASDA	<ul style="list-style-type: none"> - Grade-Level Coaches (GLC's) will gain further insight on their role(s) as coaches. - The GLC's will receive some technical support with honing their interpersonal skills. - Building principal will gain further insight on school-level reform and successful school turn-around models. - Building principal will gain further insight on his/her role as a school, district, and community leader. 	<ul style="list-style-type: none"> - Teacher improvement will be assessed via student achievement data, parent engagement, grade-level collaboration, Annual Professional Performance Review (APPR), and etc. - GLC's will be formally evaluated by the building principal via APPR. - GLC's will be informally evaluated by the School Improvement Management Team. - SIM Team will assess the GLC's effectiveness via an anonymous survey. - Building principal will be formally evaluated by the Asst. Superintendent for Curriculum & Instruction. <u>All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent-Teacher conferences, student assemblies, Core Management meetings, and BOE meetings.</u>
<ul style="list-style-type: none"> ELA Common Core State Standards(CCSS) /Content Areas REPEAT 	- 8/13 Full Day	Questar III	<ul style="list-style-type: none"> - Teachers will gain further insight on the ELA CCSS and the instructional shifts. - Teachers will be able to identify ways in which to integrate Literacy skills in other content areas. 	<ul style="list-style-type: none"> - Teachers will be informally assessed of their ELA CCSS knowledge and their ability to integrate said knowledge in other content areas during grade-level meetings and walk-thrus. . - Teachers will formally be assessed of their ELA CCSS knowledge and their ability to integrate their said

**Pre-Implementation
July-August 2013**

				knowledge in other content areas through APPR. <u>All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent-Teacher conferences, student assemblies, Core Management meetings, and BOE meetings.</u>
<ul style="list-style-type: none"> Math Common Core State Standards(CCSS) /Content Areas REPEAT 	- 8/14 Full Day	Questar III	<ul style="list-style-type: none"> Teachers will gain further insight on the Math CCSS and the instructional shifts. Teachers will be able to identify ways in which to integrate Math skills in other content areas. 	<ul style="list-style-type: none"> Teachers will be informally assessed of their Math CCSS knowledge and their ability to integrate said knowledge in other content areas during grade-level meetings and walk-thrus.. Teachers will formally be assessed of their Math CCSS knowledge and their ability to integrate their said knowledge in other content areas through APPR. <u>All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent-Teacher conferences, student assemblies, Core Management meetings, and BOE meetings.</u>
<ul style="list-style-type: none"> Culturally Responsive (CR) REPEAT 	- 8/15 Full Day	NYU-Stemhardt Metropolitan School Center TAC-D	<ul style="list-style-type: none"> Faculty will review and gain an understanding of Cultural Responsiveness. Faculty will understand the relevance of Cultural Responsiveness to their work as urban educators. Teachers will review classroom and school practices that reflect Cultural Responsiveness. 	<ul style="list-style-type: none"> Faculty will complete an evaluation of the professional development. Discipline data (i.e., suspension and referral) will be assessed. The VADIR Report will be analyzed. A climate/culture assessment will be completed. Teachers will be formally assessed on their ability to demonstrate culturally responsive practices through APPR. <u>All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent-Teacher conferences, student assemblies, Core Management meetings, and BOE meetings.</u>
<ul style="list-style-type: none"> Data Driven Instruction (DDI) & Response to Intervention (RtI) REPEAT 	-8/16 ½ Day	Questar III	<ul style="list-style-type: none"> Teachers will understand the purpose of Data Driven Instruction. Teachers will gain further insight on Response to Intervention. Teachers will identify similarities between DDI and RtI. Teachers will review sound DDI and RtI Practices. Teachers will identify practices that are a result of sound Data-Driven Decision making. 	<ul style="list-style-type: none"> Teachers will be informally assessed on DDI and RtI knowledge and practices during district and school level Data meetings. Teachers will be formally assessed on their ability to demonstrate DDI practices based on Data Driven Decisions through APPR. <u>All data will be shared and discussed w/ all stakeholders during faculty &</u>

Pre-Implementation July-August 2013

				<u>grade-level meetings, PTO gatherings & Parent-Teacher conferences, student assemblies, Core Management meetings, and BOE meetings</u>
<ul style="list-style-type: none"> Six Tenets of the Diagnostic Tool for School and District Effectiveness REPEAT 	8/16 ½ Day	CASDA	<ul style="list-style-type: none"> -Grade Level Coaches, teachers and leaders will understand the 6 tenets and Statement of Practices -Grade Level Coaches, teachers and leaders will use the 6 tenets and Statements of Practice in turnaround efforts 	<ul style="list-style-type: none"> -Surveys and evaluations -Understanding of the tenets through APPR -Percentage of students achieving proficiency in all content areas

SIG Year 1
Professional Development
Sept. 2013- June 2014

Professional Development	September 2013	Provider	Measurable Outcomes	Method by which Outcomes will be Analyzed & Reported
<ul style="list-style-type: none"> Differentiated Instruction (DI) and Developmentally Appropriate Practice (DAP) 	- 9/3 Full Day	CASDA	<ul style="list-style-type: none"> - Teachers will gain further insight on DI and DAP. - Teachers will review instructional practices that fosters differentiation in a DAP manner. - Teachers will review ways in which to identify varied needs and strengths. - Teachers will review how to plan developmentally-sound, differentiated lessons. 	<ul style="list-style-type: none"> - An evaluation of the professional development will be completed by all participants at the end of each session. - Teachers will be informally assessed of their ability to differentiate instruction during District data meetings and weekly grade-level meetings. - Teachers will be formally assessed on their ability to demonstrate differentiated instructional practices through APPR. - Teachers will be formally assessed on their ability to demonstrate instructional and management practices that are developmentally appropriate. <p><u>All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent-Teacher conferences, student assemblies, Core Management meetings, and BOE meetings. A summary of Professional Development will be included in quarterly reports.</u></p>

Professional Development	October 2013	Provider	Measurable Outcomes	Method by which Outcomes will be Analyzed & Reported
<ul style="list-style-type: none"> Data Analysis and 6 Tenets 	-10/8 Grades PK-1 Full Day - 10/9 Grades 2-3 Full Day - 10/10 Grades 4-5 Full Day	Questar III	<ul style="list-style-type: none"> - Teachers will analyze previous year's data (academic and behavioral). - Teachers will review instructional practices, Relevant to CCSS, to enhance areas of deficit/strengths. - Teachers will review practical strategies to elicit Data-Driven Decision making. - Grade Level Coaches and teachers will understand the 6 tenets and Statement of Practices -Grade Level Coaches and teachers will use the 6 tenets and Statements of Practice in turnaround efforts 	<ul style="list-style-type: none"> - An evaluation of the professional development will be completed by all participants at the end of each session. - Teachers will be informally assessed of their ability to make Data-Driven Decisions during District data meetings and weekly grade-level meetings. - Teachers will be formally assessed on their ability to use data to inform their practices through APPR. <p><u>All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent-Teacher conferences, student assemblies, Core Management meetings, and BOE meetings. A summary of Professional Development will be included in quarterly reports.</u></p>

SIG Year 1
Professional Development
Sept. 2013- June 2014

Professional Development	November 2013	Provider	Measurable Outcomes	Method by which Outcomes will be Analyzed & Reported
<ul style="list-style-type: none"> Culturally Responsive (CR) 	- 11/5 Full Day	NYU-Steinhardt Metropolitan School Center TAC-D	<ul style="list-style-type: none"> - Faculty will review and gain an understanding of Cultural Responsiveness. - Faculty will understand the relevance of Cultural Responsiveness to their work as urban educators. - Teachers will review classroom and school practices that reflect Cultural Responsiveness. 	<ul style="list-style-type: none"> - Faculty will complete an evaluation of the professional development. - Discipline data (i.e., suspension and referral) will be assessed. - The VADIR Report will be analyzed. - A climate/culture assessment will be completed. - Teachers will be formally assessed on their ability to demonstrate culturally responsive practices through APPR. <p><u>All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent-Teacher conferences, student assemblies, Core Management meetings, and BOE meetings. A summary of Professional Development will be included in quarterly reports.</u></p>

Professional Development	December 2013	Provider	Measurable Outcomes	Method by which Outcomes will be Analyzed & Reported
<ul style="list-style-type: none"> Data Driven Instruction (DDI) & Response to Intervention (Rti) 	- 12/11 Full Day	Questar III	<ul style="list-style-type: none"> - Teachers will understand the purpose of Data Driven Instruction. - Teachers will gain further insight on Response to Intervention. - Teachers will identify similarities between DDI and Rti. - Teachers will review sound DDI and Rti practices. - Teachers will identify practices that elicit and Data-Driven Decision making. 	<ul style="list-style-type: none"> - Teachers will be informally assessed on DDI and Rti knowledge and practices during District and school level Data meetings. - Teachers will be formally assessed on their ability to effectively implement Rti through APPR and PST requests/ referrals. - Teachers will be formally assessed on their ability to demonstrate DDI practices based on Data Driven Decisions through APPR. <p><u>All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent-Teacher conferences, student assemblies, Core Management meetings, and BOE meetings. A summary of Professional Development will be included in quarterly reports.</u></p>

*PST= Problem Solving Team

SIG Year 1
Professional Development
Sept. 2013- June 2014

Professional Development	January 2014	Provider	Measurable Outcomes	Method by which Outcomes will be Analyzed & Reported
<ul style="list-style-type: none"> Fountas & Pinnell Assessment Analysis and Decision Making 	- 1/7 Grades PK-1 Full Day - 1/8 Grades 2-3 Full Day - 1/9 Grades 4-5 Full Day	Questar III	<ul style="list-style-type: none"> Teachers will be able to analyze Fountas & Pinnell data. Teachers will make data-driven instructional decisions. Teachers will develop an action plan to address The reading deficits/strengths of individual and/or groups of students. 	<ul style="list-style-type: none"> An evaluation of the professional development will be completed by all participants at the end of each session. Teachers will be informally assessed on Fountas & Pinnell assessment knowledge during district and school level Data meetings and weekly grade-level meetings. Teachers will be formally assessed on Their ability to demonstrate DDI practices Based on Data Driven Decisions through APPR. <p><u>All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent- Teacher conferences, student assemblies, Core Management meetings, and BOE meetings. A summary of Professional Development will be included in quarterly reports.</u></p>

Professional Development	February 2014	Provider	Measurable Outcomes	Method by which Outcomes will be Analyzed & Reported
<ul style="list-style-type: none"> Revisit Building Mission 	- 2/4 Full Day	Building Principal & District Leadership	<ul style="list-style-type: none"> Building faculty will review the building's mission and its' relevance to the current reform initiative. Faculty will review practices that will foster the building's mission. Faculty will assess their adherence to the mission. 	<ul style="list-style-type: none"> The faculty's understanding and adherence to the building the mission's will be assessed via a school climate survey. The school culture/climate will informally be assessed by the SIM Team. <p><u>All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent- Teacher conferences, student assemblies, Core Management meetings, and BOE meetings. A summary of Professional Development will be included in quarterly reports.</u></p>

SIG Year 1
Professional Development
Sept. 2013- June 2014

Professional Development	March 2014	Provider	Measurable Outcomes	Method by which Outcomes will be Analyzed & Reported
<ul style="list-style-type: none"> ELA Common Core State Standards(CCSS) /Content Areas 	- 3/11 Grades PK-1 Full Day - 3/12 Grades 2-3 Full Day - 3/13 Grades 4-5 Full Day	Qestar III	- Teachers will gain further insight on the ELA CCSS and the instructional shifts. - Teachers will be able to identify ways in which to integrate Literacy skills in other content areas.	- Teachers will be informally assessed on their ELA CCSS knowledge and their ability to integrate said knowledge in other content areas during grade-level meetings and walk-thrus. - Teachers will formally be assessed of their ELA CCSS knowledge and their ability to integrate their said knowledge in other content areas through APPR. <u>All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent- Teacher conferences, student assemblies, Core Management meetings, and BOE meetings. A summary of Professional Development will be included in quarterly reports.</u>

Professional Development	May 2014	Provider	Measurable Outcomes	Method by which Outcomes will be Analyzed & Reported
<ul style="list-style-type: none"> Math Common Core State Standards(CCSS) /Content Areas 	- 5/7 Full Day	Qestar III	- Teachers will gain further insight on the Math CCSS and the instructional shifts. - Teachers will be able to identify ways in which to integrate Math skills in other content areas.	- Teachers will be informally assessed on their Math CCSS knowledge and their ability to integrate said knowledge in other content areas during grade-level meetings and walk-thrus. - Teachers will formally be assessed of their Math CCSS knowledge and their ability to integrate their said knowledge in other content areas through APPR. <u>All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent- Teacher conferences, student assemblies, Core Management meetings, and BOE meetings. A summary of Professional Development will be included in quarterly reports.</u>

SIG Year 1
Professional Development
Sept. 2013- June 2014

Professional Development	June 2014	Provider	Measurable Outcomes	Method by which Outcomes will be Analyzed & Reported
<ul style="list-style-type: none"> Professional Learning Communities (PLC) 	- 6/10 Grades PK-1 Full Day - 6/11 Grades 2-3 Full Day - 6/12 Grades 5-6 Full Day	CASDA	<ul style="list-style-type: none"> Teachers will gain an understanding of PLC's and their purpose. Teachers will be able to identify and review characteristics of a true PLC. Teachers will be able to distinguish PLC's from "team meetings." 	<ul style="list-style-type: none"> An evaluation of the professional development will be completed by all participants at the end of each session. Teachers will informally be assessed of their ability to establish PLC's through observation of their weekly grade-level meetings. Evidence of meaningful collaboration (horizontal and vertical) will be assessed during planning meetings and classroom observation. A climate/culture assessment will be completed to evaluate the impact of PLC's. <u>All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent-Teacher conferences, student assemblies, Core Management meetings, and BOE meetings. A summary of Professional Development will be included in quarterly reports.</u>

Professional Development	July 2014	Provider	Measurable Outcomes	Method by which Outcomes will be Analyzed & Reported
<ul style="list-style-type: none"> Professional Learning Communities (PLC) 	- 7/9 Full Day - 7/10 Full Day	CASDA	<ul style="list-style-type: none"> Teachers will gain further understanding of PLC's and their purpose. Teachers will identify barriers and solutions to creating PLC's. Teachers will review the role(s) of all stakeholders. Teachers will establish norms. Teachers will identify next steps. 	<ul style="list-style-type: none"> An evaluation of the professional development will be completed by all participants at the end of each session. Teachers will informally be assessed of their ability to establish PLC's through observation of their weekly grade-level meetings. Evidence of meaningful collaboration (horizontal and vertical) will be assessed during planning meetings and classroom observations. A climate/culture assessment will be completed to evaluate the impact of PLC's. <u>All data will be shared and discussed w/ all stakeholders during faculty & grade-level meetings, PTO gatherings & Parent-Teacher conferences, student assemblies, Core Management meetings, and BOE meetings. A summary of Professional Development will be included in quarterly reports.</u>

SIG Year 1
Professional Development
Sept. 2013- June 2014

Professional Development	August 2014	Provider	Measurable Outcomes	Method by which Outcomes will be Analyzed & Reported
<ul style="list-style-type: none"> The Professional Development for this month will assigned according to need (s). 	- 8/5 Full Day - 8/6 Full Day			

Partnership Agreement

Troy City School District for Public School 2 and the Commission on Economic Opportunity of the Greater Capital Region agree to the roles and responsibilities under the administration of the School Improvement Grant 1003 (g) for the 2012-2013 school year.

Roles and Responsibilities for the Commission on Economic Opportunity of the Greater Capital Region:

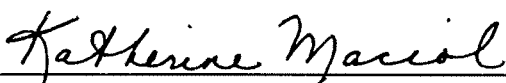
1. Provide Public School 2 with a full time Mental Health Counselor and a full time Home-School Coordinator.
 - a. The role of the Mental Health Counselor will include but is not limited to: providing support in behavior modification; student and family counseling; character education; and address social and emotional needs.
 - b. The role of the Home-School Coordinator will include but is not limited to: acting as a liaison to the family and school; building relationships between the school and family; making home visits; tracking attendance; and providing assistance to families in the areas of academics.
2. The Mental Health Counselor and Home-School Coordinator will meet monthly with each classroom teacher to discuss student and family concerns and successes.
3. The Mental Health Counselor and the Home-School Coordinator will be available two times per month on Saturdays for student and family activities centered on academics and parent engagement.
4. Review this partnership agreement and revise on a yearly basis.

Roles and Responsibilities for Public School 2:

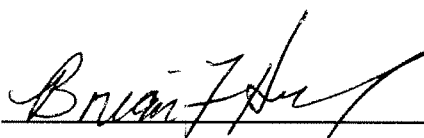
1. Provide office space, computer and telephones within Public School 2 for both the Mental Health Counselor and Home-School Coordinator.
2. Teachers, staff and administration will meet monthly to discuss student and family concerns and successes.
3. Provide training opportunities as applicable for the Mental Health Counselor and the Home-School Coordinator.
4. Review this partnership agreement and revise on a yearly basis.

Agreed upon on this day, January 29, 2013, by:

Commission on Economic Opportunity
of the Greater Capital Region


Katherine Maciol, President and Chief
Executive Officer

Public School 2, Troy City School District


Dr. Brian Howard, Interim Superintendent

Partnership Agreement

The Troy City School District and the Capital Area School Development Association (CASDA) agree to the roles and responsibilities under the administration of the School Improvement Grant 1003 (g) from the commencement of the project in 2013 and continuing for the duration of the project as they pertain to the work with Public School 2.

Roles and Responsibilities for CASDA

1. Provide Public School 2 with expert trainers and consultants to work on School 2 professional development needs.
2. Provide professional development on various topics including Leadership and team building, Data Driven Inquiry, and the coaching model.
3. Assist in collecting and analyzing data

Roles and responsibilities for The Troy City School District and Public School #2

1. Provide space and release time for teachers and staff to attend professional development sessions
2. Schedule workshops trainings and meetings
3. Provide materials and technology equipment necessary for professional development sessions
4. Data collection and analysis

Agreed upon on this day, January 24, 2013, by

Capital Area School Development
Association


Dr. James Butterworth, Director

Public School 2, Troy City School District


Dr. Brian Howard, Interim Superintendent

Daily Schedule

Arrival/ Breakfast 7:30	Reading- Content Integrate	Special	R-Interv.	Lunch	Recess	Read/ Aloud Character	M- Interv.	Math Content Integrate	Science or SS	Snack/ Bathroom	Targeted Interv./ Enrich.	Extra- Curricular
K	7:45-9:15	9:15-9:55	10:00- 11:00	11:05- 11:35	11:35- 11:55	12:00- 12:20	12:25- 12:55	1-2	2:05- 2:35	2:40-2:50	2:55-3:50	3:55-4:25

Interv. = Intervention

Enrich. = Enrichment