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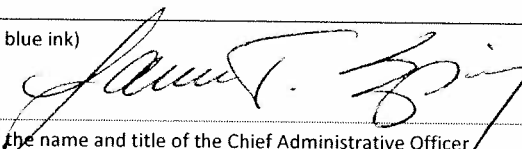
New York State Education Department
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			LEA Beds Code:
Schenectady City School District			5306001000
Lead Contact (First Name, Last Name)			
Lori McKenna			
Title	Telephone	Fax Number	E-mail Address
Director of Planning and Accountability	(518) 881-3405	(518) 881-3409	McKennaL@schenectady.k12.ny.us
Legal School Name for the Priority School Identified in this Application			School Beds Code
Hamilton Elementary School			530600010009
Grade Levels Served by the Priority School Identified in this Application			School NCES #
K-6			362601003578
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)
450			1091 Webster Street Schenectady, NY, 12303
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 6/5/13
Type or print the name and title of the Chief Administrative Officer Laurence T. Spring, Superintendent of Schools	RECEIVED
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JUN 7 2013	

CONTRACT ADMINISTRATION

ORIGINAL

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**Hamilton Elementary School – Schenectady City School District
1003 (g) School Improvement Program Application**

Round 2, June 2013

I. District-level Plan - Turnaround, Restart, and Transformation Models

A. District Overview (0 pts)

- i. Describe the district motivation/intention as well as the theories of action guiding key district strategies to support its lowest achieving schools and ensuring that all students graduate high school ready for college and careers.

Motivation - The Schenectady City School District is committed to providing equity in excellence to prepare all of our students to be both college and career ready upon graduating from high school.

Theory of Action - The Schenectady City School District has an overarching *Theory of Action* that guides all of our actions. This theory of action includes knowing who our students are, which ones are struggling, which are soaring and which have become stalled. It demands that we know what particular areas of the curriculum students have mastered and which specific sub-skills continue to be problematic. Our theory accepts that the very best intervention is high quality initial instruction; however, students fall behind, we need to intervene with intensity in a focused manner. We must have high standards and a rigorous program for our students, and we must keep our instruction within each student's zone of proximal development. We know that students tend to attribute success and failure to factors outside their control; we must take great effort to teach them that effort leads to learning and achievement. We must teach them to work hard and be persistent in their efforts. We know that intense poverty leads to emotional distress and suppressed ability to learn. We must provide social and emotional learning to help mitigate these effects.

The effective use of student demographic and achievement data helps us to know which students are struggling with which skills throughout our system. Additionally, monitoring these data helps us to find areas where student race, poverty or disabilities are acting as predictors of students' achievement. All of this information helps us to re-allocate resources to places where it is more urgently needed.

The most important piece of this equation is that we have high quality initial instruction happening in the classrooms. Teachers must design high quality lessons that engage and challenge students in rigorous and authentic work. However, when we find that a student who has fallen behind in content or skill, we must intervene with intensity. This intervention must be focused, specific, and directed.

Instructional planning for students must include ongoing assessment to identify where students are and how ready they are for the next set of content or skills. Instruction must be adjusted based on this information to keep students in the "Zone of Proximal Development" – that area of learning that is not too challenging as to be discouraging, but not too easy. Students tend to learn that success in school comes from being "smart" and that if they are not

successful it is because they are not “good at school,” as though these things are pre-destined and that they cannot influence them. Being smart and achieving in school are both related to the type and amount of effort learners invest. We must teach our students how to put forth hard effort and link those efforts to incremental improvements in achievement.

- ii. Provide a clear and cogent district approach and set of actions in supporting the turnaround of its lowest achieving schools and its desired impact on Priority Schools.

District Approach- All SCSD schools have completed an Education Systems Review Process and schools identified prior to the 2012-2013 school year have completed the School Quality Review. This year all schools including Hamilton conducted the Diagnostic Tool for School Turnaround an OEE review with an outside educational expert. The District recently conducted an Equity Audit with the New York University Metro Center. Additionally, the SCSD in partnership with the District Management Council has recently completed a Special Education Opportunity Review of all Special Education Programs and practices district-wide. This Opportunity Review determined the district must 1) strengthen capacity to utilize equity-based data to make programmatic, personnel, and resource allocation decisions in schools throughout the district; 2) improve capacity to meet the needs of diverse student populations; 3) develop new programmatic systems directed to reduce achievement gap patterns; 4) strengthen capacity for curriculum improvement to align with the Common Core State Learning Standards and address the needs of diverse student populations. Aligning data systems and developing assessments is an integral part of the process for systemic change.

The Schenectady City School District is currently working with a partnership led by New York University’s Metropolitan Center for Urban Education. Supporting partners for this systemic turnaround process will include: the District Management Council, the New York State Technology Enterprise Corporation (NYSTEC), Learning Technology Visions, and the Northeast Regional Information Center (NERIC). *To expand the capacity for district level turnaround of low performing schools, the SCSD proposes to use 10% of this school improvement grant award to work with the Institute for Learning to focus on improving curriculum and instruction and ensuring alignment to the Common Core State Standards.*

Our partners from the Metro Center are in the process of training district leaders in how to lead and manage a system to close achievement gaps and improve instruction for all students. Our other partners will help us create the quality elements of that system – instructional design elements, assessments and data systems. During the 2012-14 school years, Metro Center will provide the following technical assistance support to district and school leadership including: 1) root cause and data analysis process; 2) curriculum improvement and intervention process; 3) data management process; and 4) executive planning process.

The District Management Council is focusing their expertise on educational inquiry and equity on the needs of students with disabilities to improve the District Special Education Program. The District Management Council provided an opportunity review to support quality systems improvements addressing: 1) consistent eligibility and exit criteria for students receiving Special Education services; 2) quality reading instruction and research-based intervention to prevent the need for student classification; 3) scheduling and staffing; and 4) the role of paraprofessionals.

Current district data systems often make analysis more complicated and cumbersome than it should be. The district has multiple data systems that do not communicate with the other systems. The SCSD's primary data systems include: *Performance Plus* (assessment system), *E-School* and *Clear Track* (student information systems), *Finance Manager* (finance and human resource systems), and *Trans-Finder* (transportation). This project will allow the district to develop and implement a robust system for data driven inquiry and evidence-based decision making processes. These processes require data integrity and the ability to integrate previously disconnected pieces of information.

The New York State Technology Enterprise Corporation (NYSTEC) is helping to identify technology solutions to adapt to the changing technology needs of systemic turnaround process by: 1) documenting the requirements for student accountability; 2) documenting the requirements for teacher and principal effectiveness; 3) defining and documenting the requirements of the integrated database; 4) defining and documenting the requirements for additional data entry or import; 5) defining and documenting data analysis and report requirements; 6) preparing bid documents for an integrator to create the desired system(s); and 7) providing support for system implementation and testing.

Learning Technology Visions is assisting the SCSD by providing comprehensive and systematic analyses of what we are doing with assessments and data and how we can change what we are doing to make better short and long-term uses of data as a means for driving instruction, allocating resources and making operational program improvements through valid and reliable assessments. Learning Technology Visions will provide technical support for implementing APPR requirements so that such data is accessible for decision making on the classroom, school and district levels.

NERIC's Systems and Network Technical Coordinator is working on-site, addressing district's technology needs. The data/systems specialist will support the technical and instructional staff development needs of district and building leaders.

To complement and enhance existing district level capacity to turn around low performing schools, we propose using 10% of the School Improvement Grant Funding to work with the Institute for Learning to 1) deepen teachers' understanding of the Common Core Standards; 2) develop a better understanding of the type of instruction needed for students to acquire deep understanding of the content; 3) explore the role of academically productive talk in developing student understanding; 4) provide models of materials that support this type of instruction through IFL curricular units; and 5) teach teachers how to develop similar materials or enrich the materials they have to better support students.

The Desired Impact - This plan will result in the development of a highly effective system to close achievement gaps and improve instruction for all students in every Priority School and across the district.

- iii. Describe the evidence of district readiness to build upon its current strengths and identify opportunities for system-wide improvement in its Priority Schools.

Readiness- The district's approach to transform Hamilton and all underperforming schools incorporates equally important components working in concert. These synergistic components include: 1) a Principal, with true educational leadership skills and vision held to high standards

of accountability; 2) curricula closely aligned with the common core state standards at each grade level; 3) highly-effective teachers using best practices targeted to children's specific needs; 4) assessment to inform practice and provide accountability for results; and 5) parent and community engagement. The Superintendent of Schools works directly with each principal and the SCSD has district-level department teams to assist principals in strengthening each of these required components. These district-level departments include: **1) Instructional Support** (staff development, Response to Invention, instructional program leadership and support); **2) Student Support** (special education, counseling, health, safety, violence prevention and student conduct); **3) Planning and Accountability** (data warehouse accountability, central registration, planning and reporting, grant development and compliance); **4) Central Services** (facilities, operations and maintenance, technology, transportation, food service,); **5) Human Resources** (recruiting and hiring, benefits); **6) Business and Finance** (budget management, accounting, payroll and accounts payable).

Lori McKenna is the District Director for Planning and Accountability; she and her staff focus on data, assessment and reporting. The Planning and Accountability team analyzes student performance by accountability groups and share that information with Principals, Curriculum Coordinators, Department Chairs and Teaching and Learning Coaches to support targeted interventions to meet the needs of each student and each student accountability group. Strategic data analysis to improve student performance is a priority. Currently the SCSD's primary data systems include: *Performance Plus* assessment system, *E-School* and *Cleartrack*.

Opportunity for System-wide Improvement- Our new Superintendent, Laurence Spring, instituted a transparent process this year for improving low performing and priority schools. Each quarter the Planning and Accountability team develops a data report for each school breaking down student achievement, attendance and discipline by grade and accountability sub group. This data is shared with the Board of Education at a regular monthly BoEd meeting and is then posted on the district website. District or building level resources are then targeted to address the specific needs highlighted in these reports.

Additionally, the District Management Council recently completed an Opportunity Audit for District Special Education Programs and practices. This audit was developed as a result of data from in-person interviews, classroom visits, online surveys and collection of hard data from the SCSD similar school districts. The following are the six opportunities identified to create lasting systemic change to raise achievement in the district.

1. Adopt a Theory of Action for struggling students with general education at the center;
2. Shift from a focus on "more staff" to a focus on more effective instruction;
3. Raise expectations though the district's new emphasis on data;
4. The current system of managing special education is confusing and overly complex - streamline it;
5. Create an integrated reporting and management system to improve control and monitoring of special education; and
6. Manage the change process with hyper focus on implementation and early wins.

B. Operational Autonomies (4 pts)

- i. Describe the in this application. Articulate how these autonomies are different and unique from those of the other schools within the district and what accountability measures the district has put in place in exchange for these autonomies.

Operational autonomies for the Priority School- The district has made a concerted effort in providing operational flexibility for budgeting, staffing levels, hiring, scheduling, and curriculum.

Budget Autonomy - Two years ago the district shifted its budget practices from district-based to building-based budgeting. This provided autonomy for principals and has allowed them to allocate fiscal and human resources based on their unique student needs.

Staffing - With budget autonomy, a principal may elect to reduce the number of paraprofessional staff in the building to hire an additional reading teacher to increase academic achievement for all students with a mind toward closing the equity achievement gap for race, economic disadvantage or disability.

Hiring – The priority is to hire the best person for each job. Principals screen, interview and recommend finalists for positions within their building. The Principal is also an integral member at the “interview table” with the Superintendent of Schools for the finalist stage of the interview process.

Use of Time - Principals have complete autonomy for school day scheduling as long as they ensure at least a 90 minute uninterrupted ELA block daily and meet NYS requirements. Principals also have autonomy for scheduling education and enrichment programs after school.

Curriculum - The District is in the process of updating the curriculum to align with the Common Core (with support from the *Institute for Learning*). Principals have the flexibility in how the curriculum is implemented.

Priority or District-wide Autonomy - All building principals in the SCSD have these autonomies. However, only Hamilton and one other school have requested to take full advantage of these autonomies.

Accountability - Principals are held accountable for 1) making targeted gains toward AYP in ELA and Math for each grade and each student subgroup; 2) student attendance; 3) student discipline; and for a positive school climate and culture.

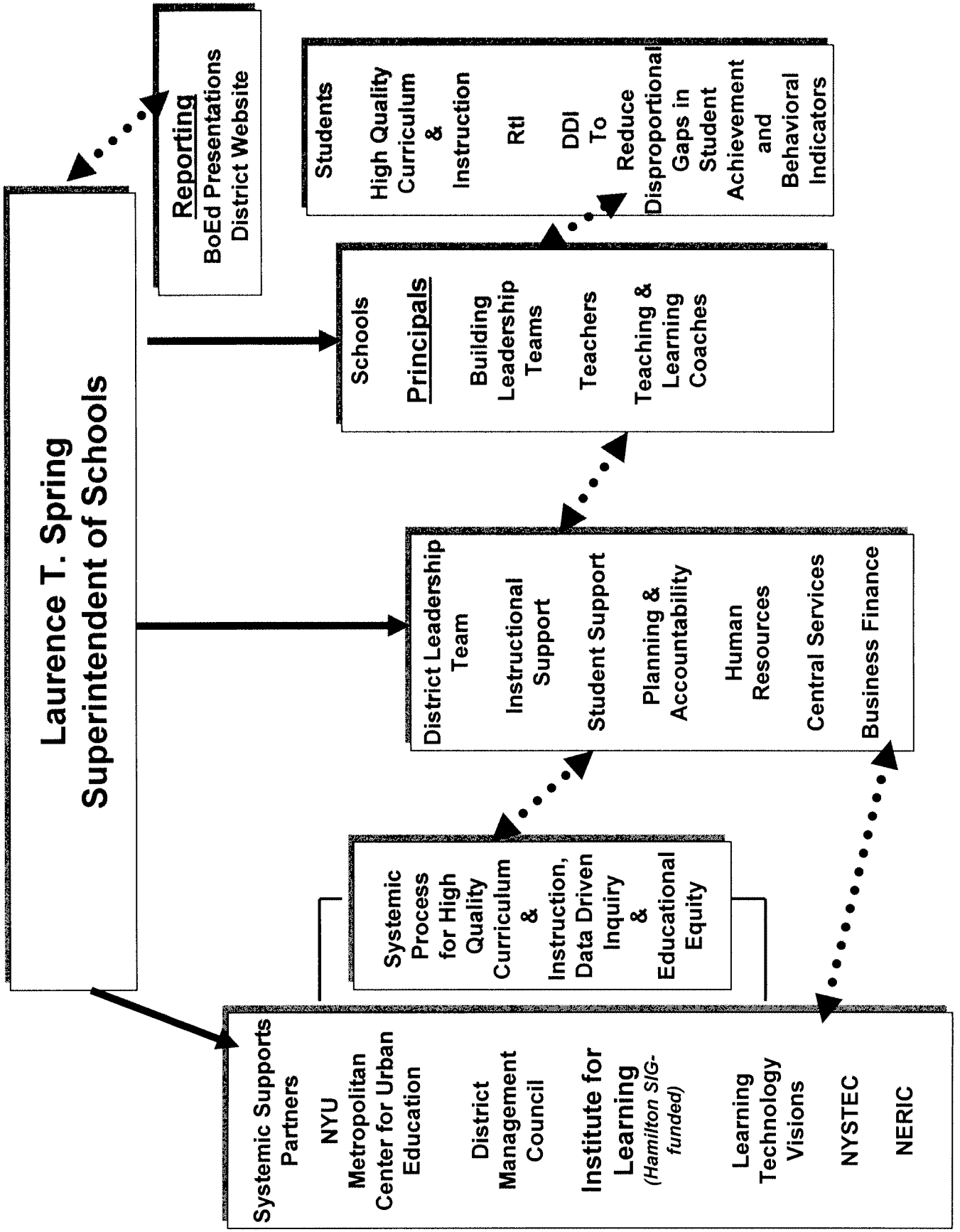
- ii. Provide as evidence formally adopted Board of Education policies and/or procedures for providing the school the appropriate autonomy, operating flexibility, resources, and support to reduce barriers and overly burdensome compliance requirements.

BoEd Policies - *There are no formally adopted BoE policies regarding building level autonomy.* However, in order to ensure that principals have the greatest operational flexibility and autonomy, the district recently streamlined its organizational structure to have building principals report directly to the Superintendent of Schools, rather than the previous confusing bureaucratic structure.

- iii. **Submit as additional evidence, supporting labor-management documentation such as formally executed thin contracts or election-to-work agreements, or school-based options, that state the conditions for work that match the design needs of Priority School.**

Labor Management Documentation- Union representatives, the Hamilton Principal and the Superintendent of Schools do not foresee a need to amend current labor management agreements to implement the planned Hamilton School Transformation Model. As such there are no “thin contracts” or Union MOAs as they are referred to in the SCSD.

District Approach for Systemic Turnaround for Low Performing Schools



C. District Accountability and Support (6 pts)

- i. Identify specific senior leadership that will direct and coordinate district's turnaround efforts and submit an organizational chart (or charts) identifying the management structures at the district-level that are responsible for providing oversight and support to the LEA's lowest achieving schools.

Responsibility to Direct Turnaround - Laurence Spring, Superintendent of Schools is directly responsible for the district's turnaround. Mr. Spring has identified district level partners for systemic support. These partners include NYU Metro Center, the District Management Council, the Institute for Learning and others to help SCSD leadership to develop district level turnaround strategies. Mr. Spring meets formally with each Principal in the district weekly and reviews building level data (at-risk reports) for Priority Schools on a biweekly basis to make sure that building level turnaround is on track.

Lori McKenna, Director of Planning and Accountability and her staff support the Superintendent and Building Principals by collecting and disaggregating achievement data reports. These include monthly (at-risk reports) for Priority Schools and quarterly for Board Presentations. Quarterly report data is disaggregated by each student sub group to determine if gains are being made in a given area by students across the board or if there is a disproportional effect. It is not only important to raise overall achievement, but to be sure that there is equity in such gains. This quarterly data is presented to the BoEd at a regularly scheduled public meeting and made available on the SCSD website so that building level progress monitoring is transparent.

Principals review data reports and share them with faculty to develop a collaborative plan of action to address identified gaps. These meetings take place in they develop a plan of action to address student achievement gaps utilizing district resources (Director of Instructional Support of Student Support) or building level resources (Instructional Coaches, or building-specific SIG Resources).

Please see Attached District Level Organizational Chart.

- ii. Describe in detail how the structures identified in "i" of this section function in a coordinated manner, to provide high quality accountability and support. Describe and discuss the specific cycle of planning, action, evaluation, and feedback, and adaptation between the district and the school leadership. This response should be very specific about the type, nature, and frequency of interaction between the district personnel with school leadership and identified external partner organizations in this specific Priority School application.

Time Line	Information	Person(s) Responsible
Weekly (Began 7/12- ongoing)	Meeting with School Principals (with bi-weekly Building At Risk Reports discussions).	Laurence T. Spring Superintendent of Schools
Weekly (Began 7/12-ongoing)	Meetings of District Leadership Team (six District Department heads, SFT Union President and SAA Union President).	Laurence T. Spring Superintendent of Schools
Biweekly Phone Conference (Began 10/12-ongoing)	Contact with District Systemic Supports Partners	Superintendent, key members of District Leadership Team
Quarterly Meetings (Began 12/12- ongoing)	Broad district-wide staff meetings with District Systemic Supports Partners.	Superintendent, District Leadership Team, key staff across the district, Instructional, Student Support, Planning & Accountability and Central Services Departments
Quarterly Began (1/13- on going)	Formal Quarterly School Data Presentations to BoEd and the Public.	Superintendent, Director of Planning and Accountability
Quarterly Began (1/13 - on going)	Strategy discussions based on quarterly data.	Superintendent, Director of Planning and Accountability, Director of Instruction and Director of Student Support
Quarterly to begin (1/13- ongoing) Educational Partner to join 9/1	Bi-weekly Intervention Team meetings with Hamilton Principal. (Educational Partner to join 9/1/13)	Superintendent, Director of Planning and Accountability, Director of Instruction and Director of Student Support
Bi-Weekly (9/13- ongoing)	Meeting with Hamilton School Principal for SIG Transformation.	Superintendent, Director of Planning and Accountability, Director of Instruction and Director of Student Support
Bi-weekly beginning 9/13	Building Leadership Team Meetings with all partners.	Principal, School Implementation Manager, CASDA, Child Guidance, with Hometown Health, Parent, Teacher Representatives

D. Teacher and Leader Pipeline (4 pts)

- i. Identify and describe recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers.

Identify and Describe Recruitment Goals- Partnership with the NYU Metro Center and the District Management Council has helped our district in thinking strategically in hiring. Our district has made the shift from simply filling vacancies to being mission-driven. We have developed a profile that goes above and beyond the certification and experience requirements for our teachers and leaders. In order to be the right match for our schools, candidates for all positions must be highly qualified AND believe that race, economics or disabilities are not predictors of achievement. They must also be data driven, knowledgeable about assessment tools and instructional monitoring. They must also have a sound grasp of the zone of proximal development and the gradual release of responsibility to create independent learners and thinkers. Candidates must be energetic and innovative and willing to adopt a “whatever it takes” approach because our students deserve no less. It is our goal that 100% of new hires align with the mission-driven profile.

Recruitment Strategies - Currently we recruit through the Online Application System for Educators (OLAS) and through SANYS networks. We are in the early stages of developing recruitment with NYU and other highly selective colleges and universities to increase the quality of candidates and to increase the pool of candidates more reflective of our students and more aware urban poverty.

Equal Access - The Office of Human Resources conducts the screening and outreach process. Over the past year the district has worked with the Human Resources Department to refine the process to include an intensive screening rubric to narrow a wide field of candidates to a highly qualified pool of applicants to best meet the needs of our students. All SCSD Principals will have equal access to the pool of highly qualified applicants in each certification area.

- ii. Describe the district processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change.

Hiring Process and Budget Timelines- The district has revised its internal policies and developed incentives to ensure more timely notifications of pending teacher retirements and resignations. These changes have resulted in a much more streamlined hiring process. Our district is aware of vacancies much earlier and therefore is able to begin the recruitment process much earlier to hire the most highly qualified applicants. The following reflects an annual time frame for recruitment and hiring:

December	<ul style="list-style-type: none">Initial Budget work based on estimated funding levels and enrollment projections for each grade.
January- Early February	<ul style="list-style-type: none">Notifications for teacher and leaders retirements;Identify teacher & leader recruitment needs.
Early – Late March	<ul style="list-style-type: none">Publish estimated vacancies; begin outreach for recruitment with colleges and postings on OLAS.
April	<ul style="list-style-type: none">Accept applications;Begin screening process;Finalize applicant pools for each subject area;Interview process with Building Principals.
May	<ul style="list-style-type: none">Hiring Process.
May- June	<ul style="list-style-type: none">Background checks, fingerprinting.
July	<ul style="list-style-type: none">School Principals and other leadership positions are able to start;Teachers are able to participate in district-wide or school level Professional Development prior to the start of the school year.

- iii. **Identify and describe any district-wide training programs designed to build the capacity of leaders to be successful in leading dramatic change in low-achieving schools. In addition, describe how these programs are aligned to the specific implementation of the model chosen (Turnaround, Restart, or Transformation). Provide a history of these or similarly purposed programs in the district, how they are or have been funded, and identify whether the school principals chosen to lead the new school designs proposed in this application have emerged as a direct result of these programs. Please identify the goals in terms of quantity and quality of effective leader development.***

District-Wide Leadership Training Programs and Funding Source - *The District-Wide Systemic Supports Grant* has provided training for SCSD leaders to be successful in leading dramatic change in low achieving schools. Professional Development with faculty from the NYU Metro Center has lead to a district-wide changing the way that we look at data and collectively redefining the nature of success. District leaders agree that it is no longer good enough to see that students in every accountability sub group make gains; we need to put strategies and resources in place to accelerate learning so that achievement gaps between student accountability groups disappear.

Alignment with the Transformation Model - The Professional Development described above represents a major shift in thinking across the district. All leaders and in turn all teachers need to face the not so subtle reality that low expectations for students of low income, students with disabilities or English Language Learners becomes a self-fulfilling prophesy. The incremental model for student gains reinforces those low expectations because incremental gains never close learning gaps. This Professional Development will help leaders to shift expectations and learn to use data effectively to ensure that learning gaps are closed and all students meet or exceed NYS Standards. This shift in thinking and practice is especially important for use with the transformation model. This Professional Development is funded though the NYS Systemic Supports Grant for District turnaround.

Design, History and Funding of Past Professional Development Program -The district has worked with BOCES Race to the Top - funded Network Core Teams for the past three years to build district-wide capacity for leaders in every school in the district, the vast majority of which are low performing.

Goals for Leader Development - It is our expectation that 100% of principals participate in leadership Professional Development and that 100% of principals commit to beliefs and practices that will lead to educational equity for all students.

Selection of Building Leader- The Hamilton School Principal has been in place since the beginning of the 2011-12 School Year. She was selected prior to the implementation of the Systemic Supports Grant Professional Development.

iv. **Identify and describe any district-wide training programs designed to build the capacity of teachers to be effective specifically in low-achieving schools. Provide a history of these programs in the district, how they are or have been funded, and identify whether the instructional staff chosen for the new school designs proposed in this application have emerged as a direct result of these programs. If the programs are newly proposed, please identify the goals in terms of quantity and quality of effective teacher development. ***

Design, History and Funding of Past Professional Development Program -The district has worked with BOCES Race to the Top - funded Network Core Teams for the past three years to build district-wide capacity for teachers in every school in the district, the vast majority of which are low performing. Each building has a district funded Teaching and Learning Coach. RTT-funded BOCES network teams including a Literacy Coach, a Math Coach and a Data Coach have provided Professional Development to all SCSD Principals and all SCSD Teaching and Learning Coaches. In turn, the Teaching and Learning Coaches have provided turn-key training in each of these areas to teachers.

Building Principals have helped to guide teachers' development in improved practices for Literacy, Math and effective use of data through observations and ongoing discussions through professional learning communities. All Hamilton School Faculty have participated in RTTT - funded turnkey Professional Development.

Funding, Design and Alignment of New Professional Development Program. To build on the foundation of the RTTT-funded Turn Key professional, the District is proposing to work with the Institute for Learning to develop district-wide training to 1) deepen teachers' understanding of the Common Core Standards; 2) develop a better understanding of the type of instruction needed for students to acquire deep understanding of the content; 3) explore the role of academically productive talk in developing student understanding; 4) provide models of materials that support this type of instruction through IFL curricular units; and 5) teach teachers how to develop similar materials or enrich the materials they have to better support students.

Goals for Teacher Professional Development - It is our expectation that 80% of teachers district-wide participate in planned Institute for Learning Professional Development. 100% of teachers in priority schools including Hamilton will participate in the Professional Development.

Selection of Teachers- The Hamilton faculty will remain in place and all are supportive of the Professional Development required for the transformation process.

v. Identify in chart form, the district-offered training events for items "iii & iv" above,) and year-one implementation period (September 1, 2013 to August 31, 2014). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

NYU Metro Center Professional Development

	Summer 2013	Outcomes	Analysis and Reporting	Rationale
6/24, 25, 26	<p>Data Management</p> <p>Planning sessions with district data analysts to gather data needed for training sessions.</p>	Data management staff are able to understand data formats needed for ongoing in-depth analysis.	Generate data reports by building, subject, grade level, and subgroup.	Data analysis is the foundation for understanding root cause.
7/16, 17, 18	<p>Root Cause and Data Analysis Process</p> <p>District root cause sessions on behavior.</p> <p>District root cause sessions on ELLs.</p> <p>District root cause sessions on achievement.</p> <p>District root cause sessions on Special Education.</p>	<p>Understand patterns and causation of behavior problems.</p> <p>Understand root cause for achievement/ lack of achievement for ELL students.</p> <p>Understand root cause for lack of achievement for students identified for Special Education.</p>	Data reports disaggregated by school, grade, subgroup (location and time of day for behavior).	In order to make strategic changes it necessary to understand and examine the data.
8/27, 28, 29	<p>Curriculum and Intervention Process</p> <p>District sessions on behavior systems development based on root cause session outcomes.</p> <p>District sessions examining curriculum.</p> <p>District sessions on ELL systems development based on root cause session outcomes.</p> <p>District sessions on achievement systems development based on root cause session outcomes.</p> <p>District sessions on Special Education systems development based on root cause session outcomes.</p>	Build upon prior sessions to discuss strategies for effective behavior systems, curriculum, ELL, achievement systems, and Special Education systems.	Preliminary framework for each of the targeted systems	It is necessary to collectively work as a group to make sound plans for change rather than having top down systems imposed. This will result in buy-in across the district.
9/1/13-	Monthly three-hour meetings	NYU Faculty	Sharing of research	This needs to be a

6/30/14	with each of the Building Principals and the District Level Directors.	will meet with principals and staff over the course of the year to focus on each of the target areas.	and experiences related to each of these areas; continued examination of data in each area.	well thought-out process with continued conversations and research.
7/1/14-8/31/14	Two three day seminars with building principals and District Level Directors.	Finalize processes for behavior systems, curriculum, ELL, achievement systems, and Special Education systems.	Strategic Process documents are created and distributed throughout the district.	The district has so many low performing schools that it is imperative to take the time necessary to create effective processes that will have broad-based support rather than going for quick fixes.

Institute for Learning – District Wide Teacher Professional Development

	Year 1 (8/1/13-8/31/14)	Outcomes	Analysis and Reporting	Rationale
MATH	<p>Curriculum Review; Grade level bands 3-5 and 6-8 will engage in (4) full-day sessions per grade band. Teachers will study and use performance-based assessments with students as a means of deepening their understanding of the Common Core Standards and gaining a better understanding of the type of instruction needed for students to acquire deep understanding of the content.</p> <p><i>Additional grade bands will be addressed in Years 2 & 3</i></p>	<p>Teachers in Grades 3-5 and 6-8 will demonstrate understanding of teaching CCLS and instructional shifts for developing students' deeper knowledge. Also teachers will demonstrate the use of performance based assessments to measure student learning.</p>	<p>Pre-and post principal observations on teacher implementation of CCLS as well as development and use of performance-based assessments.</p>	<p>Implementation of CCLS and instructional shifts is inconsistent across the district .</p>
	Year 1 (9/1/13-8/31/14)	Outcomes	Analysis and Reporting	Rationale
ELA	<p>Curriculum Review; grade level bands 6-7, 8 and 9-12 will focus on informational texts and the shifts in CCSS. Teachers will study performance-based assessments and engage in a lesson as a learner as a means</p>	<p>Teachers in grades and 6-8, and 9-12 will demonstrate understanding of teaching CCLS and, instructional shifts for</p>	<p>Pre-and post principal observations on teacher implementation of CCLS as well as development and use of performance based assessments</p>	<p>Implementation of CCLS and instructional shifts is inconsistent across the district</p>

	<p>of deepening their understanding of the Common Core Standards.</p> <p>Teachers will examine the three shifts in CCSS and work issues of text complexity. Each group will engage in two days of Professional Development (with Grades 6-12 together).</p> <p>Each of the three groups will then engage in three days of Professional Development around an IFL curricular unit. <i>Additional grade bands will be addressed in Years 2 & 3</i></p>	<p>developing students' deeper knowledge. Also teachers will demonstrate the use of performance based assessments to measure student learning.</p>		
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E. External Partner Recruitment, Screening, and Matching (2 pts)

- i. Describe the rigorous process and formal LEA mechanisms for identifying, screening, selecting, matching, and evaluating external partner organizations that are providing support to this Priority school.

Process For Identifying Partners - The first step in the process for identifying partners to provide critical services for Priority Schools is for Principals to work with their faculty and with key district-level staff (Director of Instruction, Director of Student Support and the Director of Planning and Accountability) to examine data and determine specifically what type of support is needed to address specific building level achievement gaps and challenges. The next step in identifying partners is conducting research to create a list of partners on the local, Regional, State or National Level who are recognized for providing such support.

Screening partners - Includes refining the potential list of partners based on scope of work proposal, phone interviews (or in person as possible), reference checks, and examination of prior work and cost estimates.

The **Selection of Partners** is based on 1) reference checks for quality of services provided; 2) review of previous work (publications, reports, studies, etc); 3) quality of persons or faculty of persons actually performing services; 4) availability of persons or faculty in the organization actually conducting the work; 5) cost proposals.

Matching is conducting on the building level. Principals must have a comfort level to work with a specific partner and specific people from that partner organization or agency. Selection of staff or faculty to be used by the partner on the Hamilton Transformation will be made as a joint decision between the partner organization and the Principal.

Evaluating Services - Each Partner Agreement (MOA) has specific work products or deliverables. Such work products or deliverables are evaluated annually at the building level by the Principal and on the district level by the Director of Planning and Accountability. Continuation of Partnership Services is contingent upon satisfactory evaluation.

- ii. Describe the LEA processes for procurement and budget timelines (or any modifications to standard processes) that will ensure this Priority School will have access to effective external partner support prior to or directly at the start of the year-one implementation period.

Procurement Budget Timelines. As soon as the SCSD receives official notification from NYSED that funds have been awarded, the Office of Planning and Accountability and the Priority School Principal works with the Partner to make necessary modifications to and finalize the preliminary. Modifying and obtaining signature on the final MOA should take no more than (7) days. Once the MOA has been signed by the partner agency and the Superintendent, then the principal works with the Business Office to establish and open codes for the grant program. Budget codes should be open within (3) business days of receiving signed final MOAs for service. Once the budget codes are entered, purchase orders can be written for services in fulfillment of detailed services outlined in the MOA.

- iii. Describe the role of the district and the role of the school principal in terms of identifying, screening, selecting, matching, and evaluating partner organizations supporting this school. Describe the level of choice that the school principal has in terms of the educational partners available and how those options are accessible in a timeline that matches the preparation and start-up of the new school year.

Role of the District and School Principal in Partner Selection - The Principal and the Building Leadership Team are central in the process of identifying, screening, selecting, matching, and evaluating building-level partner organizations. Lori McKenna, the Office of Planning and Accountability, and the SCSD Office of Central Services will provide technical support to the Principal as needed. The Principal has the final determination in the selection of building level educational partners.

Accessibility of Partners for the Start of the 2013- 2014 School Year - In the case of Hamilton School, Principal Michelle VanDerLinden and her school team have already been engaged in an extensive planning process with CASDA, the educational partner, the counseling partner, Northeast Parent and Child Society (Child Guidance), and the school-based Health Center Partner, Home Town Health.

- i. Identify and describe similarities and differences in the school enrollment of SWDs, ELLs, and students performing below proficiency in this Priority School as compared with other schools within the district. Discuss the reasons why these similarities and differences exist.**

Hamilton School and District Enrollment Comparisons - The district-wide free and reduced lunch rate is 80%. The free and reduced lunch rate for Schenectady Elementary School range from a low of 67% to a high of 96%. Currently Hamilton has a free and reduced lunch rate of 93%. Schenectady Elementary Schools have student bodies that range from 58% to 80% students of color. Hamilton has a student body that is comprised of 71% students of color. The percentage of students with disabilities and the percentage of ELL students are within range of other elementary schools in the District. The academic achievement of Hamilton's students with disabilities and ELL students is similar to that of the other elementary schools in the SCSD. Hamilton and all SCSD schools measure data quarterly by each student sub group to support improved accountability. This will ensure that all students are not just making gains, but ever mindful of are closing achievement gaps.

Reasons for Similarities and Differences - The City of Schenectady has become more diverse with higher levels of poverty across the city. Some neighborhoods such as Mont Pleasant and Hamilton Hill have higher numbers of two family houses than other parts of the city. Once these two-family homes were owner occupied by stable intergenerational families; they are now owned by absentee landlords and rented by poorer, more transient families.

Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing below proficiency have increasing access to diverse and high quality school programs across the district.

Ensuring Access to High Quality Programs Across the District. Students are assigned to attend neighborhood schools closest to their homes. However, to ensure choice and equitable access, students may enter into a lottery to attend one of two city-wide K-8 magnet schools across the city.

- ii. Describe specific strategies employed by the district to ensure that Priority schools in the district are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency.**

There are no policies in place to incentivize schools to receive a disproportional number of students with disabilities, ELL students or low performing students. Parents have a choice of the neighborhood school or entering a lottery for a magnet school of choice.

G. District-level Labor and Management Consultation and Collaboration (2 pts)

- i. **Describe in detail the steps that have occurred to consult and collaborate in the development of the district and school-level implementation plans.**

Collaboration and Planning Process

January, 2011 - The Building Leadership Team (including former Principal Robert Flanders) met to discuss options for meeting the needs of students and families that extended beyond the traditional school day. The team identified a Community School Model. **January – May 2011**, the Building Leadership Team worked with NE Parent and Child Society (Child Guidance to implement on two evenings per week of on-site evening counseling hours on an insurance or fee for service basis). These services are well received and the need exceeds capacity.

July, 2011 - Ms. VanDerLinden is appointed as Principal to improve academic achievement at Hamilton Elementary School based on her prior success as Principal of Van Corlaer Elementary School. She begins working with faculty in grade level groups for improving instruction, and examining data to determine building level needs.

April, 2012 - Ms. VanDerLinden and the Building Leadership Team work with Hometown Health on an application for a Federal Health Resources Administration Infrastructure to establish a School-based Health Center at Hamilton. (Grant was recently awarded to Hometown Health).

November, 2012 – January, 2013 - Formal Planning for Round 1 of 1003(G) School Improvement Grant. The Planning process included an extensive series of planning meetings beginning in November, 2012. The meetings included Michele Vanderlinden, Hamilton Principal, faculty members including the SFT building representative, parents, a member of the paraprofessional school support staff, and PTO members. District level representatives also attended these planning meetings. These representatives included: Lori McKenna, SCSD Director of Planning and Accountability, Alison Taylor, SCSD Director of Instruction, Ann Jackson, SCSD Director of Student Support Services, Steven Boynton, President of the Schenectady Administrator's Association, and Suzanne DeWald, SCSD Development Officer.

March 2013 - June 2013 - Disappointed by the result of the prior 1003(G) School Improvement funding round the Hamilton School Community redoubles its planning efforts to ensure that funding is secured in this second round. A planning team comprised of building leadership, faculty (including the SFT building representative), PTO members, partners, and district-level staff met weekly to work through every detail of the Transformation Model Plan. The planning team met with a group of more than 50 Hamilton parents that attended an International Dinner on May 8, 2013. The team was also able to collect specific input from a parent survey (*see attachments for results*). Faculty from CASDA conducted focus groups with teachers on May 11, 2013. The results of these planning sessions, surveys and focus groups have guided the development of this proposal so that it specifically reflects the needs and plans outlined by stakeholders of the Hamilton School Community.

- ii. **Complete the Consultation and Collaboration Form and submit with this application (Attachment A).**

Please see Attached

II. School-level Plan – Turnaround, Restart, Transformation

A. School Overview (2 pts)

- i. Provide and describe the clear vision, mission, and identify one to three goals of the proposed model, to be achieved at the end of three years of implementation of this plan.

Vision – It is our vision that Hamilton becomes a dynamic, high-performing school where teachers regularly analyze student assessment data to improve instruction and target strategies to students’ specific needs. Teachers regularly observe best practices within their own school, across the district, and across the region. As a result of rigorous Professional Development with CASDA, the Hamilton Teaching and Learning Coach, expanded hours with the Library Media Specialist, and the K-3 Intervention Specialist, all students receive the highest quality instruction based on research-based practices. Professional Development has transformed classroom teaching with all teachers using active inquiry-based learning strategies and differentiated instructional approaches. Students regularly use laptops and Smart Boards to collaborate on interdisciplinary learning projects and share their knowledge with peers.

Literacy is central to learning. The library and classrooms have relevant books aligned to the Common Core Learning Standards. Students choose to spend time in the library and parents can check out take home book bags to read daily with children. Children and their parents enjoy summer library hours.

Through the efforts of the .5 FTE Behavior Intervention Specialist, teachers learn targeted strategies to address student behaviors and student discipline behavior referrals and suspensions are dramatically decreased. Students miss less time out of class and are more engaged in the learning process.

Extended learning and enrichment takes place after school, over vacation, during the summer and is directly connected to the school curriculum and aligned with the CCLS. Successful implementation of RtI strategies have resulted in students with significant learning gaps receiving targeted extended learning time with their teachers after school so that they can master the CCLS. Students learn about college and careers; they visit campuses and workplaces so that they can begin to not only dream of their futures, but plan for them as well. There is a culture of success and achievement; students in every accountability group are exceeding AYP targets.

Hamilton is a thriving school with a Parent Empowerment Center, with parents hired to conduct parent outreach bringing other parents into the school, to learn, volunteer and support their children’s education. The School Implementation Manager has expanded upon the initial partnerships building effective relationships with community agencies and volunteer organizations. Programs have taken root resulting in positive strengths-based relationships and true partnerships between students, families, faculty, and community agencies. The Hometown Health School-Based Health Center provides preventative and primary care to students so that they are healthier and miss fewer school days. Students and families receive on-site mental health counseling services through the Child Guidance Center to strengthen resilience and protective factors so that education can be a priority. Parents come to the school after hours to

participate in school events, go to the Parent Empowerment Center, meet with staff, learn how to build children's literacy skills at home, borrow take home books or even take GED or ESL classes to help improve their employment opportunities. Hamilton has been transformed from Priority School to a model school worthy of replicating across the state.

Mission: To improve teaching and learning and provide needed support in order to close achievement gaps for all students in fulfillment of the school motto: "Success, Nothing Less."

The Goals of the Hamilton School Transformation Plan are:

1. To increase student achievement and literacy so that every child is on track for mastery of Common Core Learning Standards and 21st Century Learning Competencies that will serve as the foundation for success in college and careers.
 2. To improve school climate as measured decreased behavior referrals and school suspensions.
 3. To increase parent engagement in school, particularly reading with children of all ages in the home on a daily basis.
- ii. Explain how the school plans to achieve its vision, mission, and goals by identifying and describing its **research-based key design elements, core strategies, and key partnership organizations** to assist in the plan implementation.

Research Based Design- We plan to transform Hamilton School into a Community School with an emphasis on the School Library and Library Media Specialist. The Community School design is supported in the literature. Students at-risk of failing academically in school typically have high needs in all areas of development; however, a coordinated, supportive relationship among family, school, and community environments will assist in overcoming barriers and encourage positive developmental functioning (Bruns, Schoenwald, Burchard, Faw, & Santos, 2000). Evaluations of community schools have found that this model is associated with improved student achievement, increased parental involvement in student learning, decreased student absenteeism, improved student mental and physical health and greater family knowledge of and access to community agencies (The Annie E. Casey Foundation, 2008; Blank, Melaville, & Shah, 2003; and the Children's Aid Society, 2005). The centrality of the library and library media specialist to our design is also validated in the research. An analysis of 14 state-wide research studies of school libraries determined a positive relationship between high quality libraries and student achievement regardless of socioeconomic status (Scholastic, 2006). Keith Curry Lance Ph.D., of the University of Colorado, a noted researcher described the role of the library media specialist as: 1) planning cooperatively as part of an instructional team; 2) training teachers; and 3) teaching students. It is the instructional role of the LMS that shapes the collection, and in turn shapes academic achievement (Lance, Welborn & Hamilton-Pennell, 1993).

Core Strategies - CASDA faculty will use their collective expertise in community schools, educational leadership, Professional Development, school climate and school improvement to work with the Hamilton principal, faculty, school-based leadership team and other

stakeholders to serve as the change agent to create a comprehensive school transformation. The program design will feature 1) embedded Professional Development support from a full time K-3 Intervention Specialist; 2) embedded Professional Development support from a .50 FTE Behavior Intervention Specialist; 3) embedded Professional Development from expanded time with a National Board Certified Library Media Specialist to support inquiry-based learning; 4) a school-based health center (Hometown Health); 5) on-site counseling and mental health services (Child Guidance); 6) a parent empowerment center; 7) daily expanded education using the RtI framework to support students with additional learning needs; 8) enrichment aligned with the Common Core Learning Standards and 21st Century Competencies to prepare students to be college and career ready; 9) summer programs to prevent summer learning loss; and 10) adult education and career skills development for parents.

Key Partnerships - Hamilton School has elected to work with key partners including Capital Area School Development Association (CASDA), as the educational and lead partner; Child Guidance Center, a program of Northeast Parent and Child Society for counseling and mental health services; and Hometown Health as the school-based health center provider. The choice of key partners reflects our emphasis on the whole child and the whole family that is reflective of the Community School Model. Building on strengths of the partner consortium (and an extensive continuum of supporting partners), the Hamilton Community School will be designed to integrate the resources and talents of multiple organizations, provide a continuum of services supporting families in meeting their needs, empowering them to be self reliant, and making them aware of, and partners in developing, the new 21st Century educational agenda *(Please See attached School Model Diagram)*.

B. Assessing the Needs of the School Systems, Structures, Policies, and Students (2 pts)

- i. Complete the School-level Baseline Data and Target-Setting Chart (Attachment B).

SEE ATTACHED

- ii. Use statistics and descriptive language, to describe the population of students the school serves

Hamilton Elementary School has been identified as a **Priority School** by NYSED and serves **436 students** in Grades **K-6**. Hamilton has a **93% free and reduced lunch rate** compared with an 80% free and reduced lunch rate district-wide. The student body is **41% Black, 17% Hispanic, 13% Asian** (mostly Guyanese); **29% White; 15.6 % SWD**; and approximately 7% ELL.

Accountability and Achievement – Overall 27% of Hamilton students met or exceeded NYS Standards in ELA (Levels 3 & 4); 34% of Hamilton students met or exceeded NYS Standards in Math; and 76% of Hamilton students met or exceeded NYS Standards in Science. Students with Disabilities, Economically Disadvantaged students and black students did not meet AYP in English Language Arts. White students, Students with Disabilities, Economically Disadvantaged students and black Students did not meet AYP in Math.

Community – Hamilton School is located in Schenectady’s Mont Pleasant Neighborhood (12303 zip) and also serves a small portion of the Hamilton Hill Neighborhood (12307). Once a solid working class neighborhood, the challenges of poverty, drugs, gangs and violence have spread from Schenectady’s most urban core the adjacent Mont Pleasant Neighborhood.

Census data indicates that Schenectady and the Hamilton School neighborhoods are experiencing population growth and a sharp increase in child poverty. A data comparison of the U.S. Census Bureau 2000-2010 indicates that the City of Schenectady’s population increased by 6.98 % from 61,821 to 66,135. *The most recent American Community Survey Data indicate a child poverty rate of 50.8%, making it the 13th highest in the nation.*

Educational levels – Schenectady High School, the city’s only high school has a graduation rate of 59%. Many children attending Hamilton Elementary School would be the first in their family to attend college.

Teen Pregnancy - In 2010 alone there were 295 pregnancies for teens ages 15-19 in the City of Schenectady, compared with 202 in 2009 (*Teen Pregnancies on the Rise in the City* - Daily Gazette, May 2, 2012). The Principal of Schenectady High School has noted a dramatic increase in the number of pregnant students.

Abuse and Neglect - Based on the most recent data available from the Schenectady County Department of Social Services and the NYS Central Abuse Registry (2009), more children in Schenectady are called into the NYS Central Abuse Registry than anywhere in the state. 9.7% of the Schenectady County child population was called into the Hotline, alleged to have been abused or maltreated compared with a the median percentage statewide of 6.8%.

A Community At-Risk - Far too many of the students living in the target neighborhoods are

surrounded by poverty, drugs, gangs and gun violence. Gang-related violence is a major concern. In May, 2011, the FBI worked with local authorities to arrest 44 members of the Fourblock Gang on charges related to major drug distribution, murder, and drive-by shootings. In April, 2012, 12 members of the rival Uptown Gunners Gang were arrested under federal indictments. Both of these gangs are largely centered in the core of the city including the **Hamilton Hill, Mont Pleasant**, and nearby Central State Street Neighborhoods.

This violence has had a significant impact on our students. During the 2008-2009 school year, SHS experienced a cluster of four student suicides involving African-American females under the age of 16. During that same period an additional 80 students were hospitalized for suicide attempts or suicidal ideations. Investigations by law enforcement and mental health professionals indicate that these events were related to gang initiation rites involving physical violence and sexual assaults as well as related bullying and humiliation via Internet social networking sites. Several Fourblock Gang Members were later implicated in the bullying-related suicides (***Suicides Led to Gang Sweep*** - Daily Gazette, May 26, 2011). Predictably, mental health concerns remain a problem throughout the neighborhoods.

Researchers Catalano and Dawkins of the University of Washington developed the Prevention Needs Assessment (PNA) to measure both risk and protective factors in adolescents. These researchers have investigated the relationship between risk and protective factors and youth problem behavior.

SCSD 2011 Prevention Needs Assessment (PNA) data gained from surveys given to a randomized sample of students at each level in Grades 7-12 indicate a lower level of family, community, and personal protective factors and significantly higher levels of risk factors across all grade levels compared with the norm. The key protective factors from the 2011 SCSD PNA are assets on which our community school model will build, but they also double as indicators of significant need: **1) Family Attachment** - measuring students' perceived value and connection within the family structure – SCSD 7th graders' responses rated a score of 32.5%, significantly **lower** than the Bach Harrison norm of 57.6%; and **2) Interaction with Prosocial Peers** - measuring the level to which students associate with peers who engage in positive pro-social behaviors - SCSD 7th graders' responses rated a score of 41.1%, significantly **lower** than the BH norm of 48.6%.

Key risk factors from the 2011 SCSD PNA emphasize significant needs, together with timely opportunities to do exemplary work that others can replicate: **1) Low Neighborhood Attachment** - measuring levels of neighborhood satisfaction and connectedness - SCSD 7th graders' responses rated a score of 72.0%, significantly **higher** than the BH norm of 34.0%; **2) Family Conflict** - measuring levels of conflict in the home - SCSD 7th graders' responses rated a score of 50.5%, **higher** than the BH norm of 33.2%; **3) Exposure to Adult Antisocial Behavior** - measuring exposure to adult substance abuse, illegal and risk-taking behaviors - SCSD 7th graders' responses rated a score of 63.5%, significantly **higher** than the BH norm of 44.1%; and **4) Interaction with Antisocial Peers** - measuring the amount of time students spend with peers who engage in problem behaviors - SCSD 7th graders' responses rated a score of 43.4%, significantly **higher** than the BH norm of 31.1%.

- iii. Describe the systematic in-depth diagnostic school review of the school conducted by the district, a Joint Intervention Team (JIT), Integrated Intervention Team (ITT), or related outside education experts to determine

its existing capacity, strengths, and needs.

Hamilton recently underwent a School Quality Review process to determine its capacity, strengths and needs. This report was finalized in January, 2012. Additionally, Hamilton went through a three-day Outside Educational Expert (OEE) Review with Dr. Diane Albano in March, 2013 (*in Draft*).

Describe the results of this systematic school review, including the existing capacity, strengths, and needs to dramatically improve student achievement. (tie these to the plan)

The major highlights of these two in-depth systemic school reviews are summarized in the following chart:

Highlights of Hamilton’s Systemic School Reviews

Existing Capacity	Strengths	Needs to Improve Student Achievement
<ul style="list-style-type: none"> • Home School notebooks are used to communicate between home and school; • There has been an increase in the time that English as a Second Language (ESL) teacher is assigned to provide direct service and Professional Development (PD) to staff to address the needs of English language learners (ELLs); • A reading teacher is based at Hamilton to serve as a Teaching and Learning Coach to support teachers in implementing effective practices to increase ELA Achievement; • The school partners with the Northeast Family Parent and Child housed onsite (two evenings per week) to support families and students. The Building Leader convenes a support team to address issues such as attendance, immediate students’ needs (i.e. glasses, lunches, clothes) and refers students to the Student-Based Support Team. 	<ul style="list-style-type: none"> • Parents and community members see the school as a welcoming place that has an open door policy to ensure that families have access to the school leader, teachers and staff. The school community espouses a trusting and respectful relationship with diverse families and community participants; • Families are encouraged to engage in a variety of school events and volunteer in classrooms and activities that focus on student learning and development; • The new School Leader (M.VanDerLinden) has a distributive leadership style; one of her first projects was to develop a shared school vision statement and motto; • The Principal advocates for support and resources to build capacity and ensure that the appropriate staff are assigned to meet the needs of the diverse learners; • Students feel safe. 	<ul style="list-style-type: none"> • Expectations of instruction not always aligned to ensure achievement; • Curriculum aligned with CCLS not being implemented with consistency and rigor; • Not all teachers consistently design units or lessons aligned with the common core shifts; • The school library needs updating. It offers limited materials and resources for all subgroups; • Limited formal interdisciplinary opportunities; • Inconsistent expectations for the delivery of explicit primary instruction; • Units or lesson plans do not yield rigorous or high levels of student engagement and inquiry; • Need greater focus on inquiry based learning and differentiated instructional strategies; • Need to consistently use formative and interim to drive instruction; • Need to provide PD for understanding the plan-assess-adjust cycle of continuous improvement.

iv. Discuss how the LEA/school will prioritize these identified needs in the implementation of the SIG plan.

The **highest priorities** for this School Improvement Grant and **targeted strategies** include:

1) Need to consistently integrate CCLC and instructional shifts with fidelity in every classroom. (CASDA Professional Development; existing Teaching and Learning Coach; and purchase books and materials aligned to CCLS)

2) Need to use consistent assessment practices with data driven instructional methods, with cycle of plan, teach, assess, and adjust consistently across the school. (CASDA Professional Development and support)

3) Need to improve differentiated instruction across the school and consistently implement effective RtI strategies, with a special emphasis on early grades so that all children are reading at grade level by the end of third grade. (Hire K-3 Intervention Specialist for PD and modeling; CASDA; after school RtI based tutoring and support).

4) Need to expand whole child approach addressing emotional, mental, developmental and physical health and well being to increase student achievement and close learning gaps (implement Community School Design with partners CASDA, Child Guidance, Hometown Health; hire .5 FTE Behavior Intervention Specialist for modeling).

5) Need to promote consistent use of inquiry-based, interdisciplinary learning to develop greater student engagement and development of 21st Century competencies. (Expand Library Media Specialist; CASDA PD; library improvements and relevant books to support CCLC; and purchase laptop and Smartboard technologies; afterschool, summer, and school break enrichment)

6) Need to Expand Parent Engagement (Establish Parent Empowerment Center; CASDA support; parent outreach and education, parent engagement activities; hire School Implementation Manager; take home book program; and summer library hours).

C. School Model and Rationale (4 pts)

- i. Describe the rationale for the selected model (Turnaround, Transformation, or Restart), the research-based key design elements and other unique characteristics of the new school design. The rationale should reference the identified needs, student population, core challenges, and school capacity and strengths discussed above.

Selection of Turnaround Model - Since coming to Hamilton as Principal less than two years ago, Michelle VanDerLinden and her faculty have made tremendous strides in building positive relationships with parents. In order to build upon that foundation and keep those trusting relationships intact, the Hamilton School SIG Planning Team determined that the Transformation Model would make the most sense for Hamilton. The School-Based Leadership Team, faculty and parents selected a **Community School design with a literacy/library focus** as the best direction to meet the specific needs for Hamilton's students and families.

Project Design Research Base - Development of community schools has been identified as a school-level priority at Hamilton. Community schools address a full range of students' needs, academic, social, emotional, and health needs. Evaluations of community schools have found that this model is associated with improved student achievement, increased parental involvement in student learning, decreased student absenteeism, improved student mental and physical health and greater family knowledge of and access to community agencies (The Annie E. Casey Foundation, 2008; Blank, Melaville, & Shah, 2003; and the Children's Aid Society, 2005). Success stories for full-service schools can be found in many communities across the nation, including New York City, Port Chester, New York, Chicago, Los Angeles, San Mateo County in California, and Cincinnati. One stunning example of success can be found in the high poverty Edison Community School in Port Chester, New York. In 2006, 93% of 4th grade students scored at the proficiency level on the NYS ELA Exam, and 89% scored at the proficiency level in Mathematics (Santiago, Ferrara and Blank, 2008). We believe that the full-service school model described in research literature will be an ideal fit for the Hamilton and the surrounding Mont Pleasant and Hamilton Hill neighborhoods. We anticipate that supportive wrap-around services for students and family members will help our students to make much needed academic gains. Improvements overall will hinge on multi-component interventions encompassing the neighborhood, its adult population—especially parents and neighborhood leaders, and the schools with special emphasis on building collective efficacy for children (Sampson, 2012) and augmenting family and community resources for children's aspirations and school improvement (Lawson, 2010).

We have taken an approach to make literacy and the school library as central to change in our community school design. This approach is premised on a body of widely recognized research on the importance of school libraries as a central force in shaping student literacy and achievement. An analysis of 14 state-wide research studies of school libraries determined a positive relationship between high quality libraries and student achievement regardless of socioeconomic status (Scholastic, 2006). Early research dating back to the Library Power Model in the 1980's recognized that collaboration between library media specialists and teachers is essential in supporting academic achievement. Noted library researcher Keith Curry Lance Ph.D., of the University of Colorado described the role of the library media specialist as: 1) planning cooperatively as part of an instructional team; 2) training teachers; and 3) teaching students. It is the instructional role of the LMS that shapes the collection, and in turn

shapes academic achievement (Lance, Welborn & Hamilton-Pennell, 1993).

The *Ohio Research Study* conducted by Ross J. Todd and Carol C. Kuhlthau, and OELMA examined effective practices leading to improved student achievement. The *Ohio Research Study* resulted in the development of a model of the school library's physical and intellectual centers as a dynamic agent for learning (Todd, Kuhlthau, and OELMA, 2004). This model posits the dynamic relationship of school library's intellectual and physical infrastructure and centers on:

Informational - focused on the information resources and information technology including: 1) information resources; 2) technology infrastructure; and 3) reading resources.

Transformational - focused on student interventions including: 1) information literacy; 2) technological literacies; and 3) reading engagement.

Formational - focused on student outcomes including: 1) knowledge creation; 2) knowledge use; 3) knowledge production; 4) knowledge dissemination; 5) knowledge values; and 6) reading literacy (Todd, Kuhlthau, and OELMA, 2004).

The Hamilton Transformation Plan will support the **Informational component** of the Todd, Kuhlthau, and OELMA model by: 1) purchasing books and resources that align with the curriculum (CCLS) and present information from multiple perspectives; 2) purchasing lap tops and Smart Boards to expand the capacity to acquire, organize, create and disseminate information; and 3) purchasing materials for pleasure reading that are relevant to the students and help them to become thinking and informed citizens locally, nationally, and globally.

Hamilton's LMS, Donna Phillips is a Nationally Board Certified Librarian. By expanding her from .50 FTE to full time she will be able to support the **Transformational component** of the Todd, Kuhlthau, and OELMA model by: 1) collaborating with teachers to plan projects that engage students in using information and content in all forms and teaching students how to effectively seek and evaluate resources to support learning; 2) working with teachers and students to develop technological literacies and integrate technology into the curriculum for a more active and dynamic learning experience; and 3) promoting and displaying books, connecting students to a wider range of loaner periodicals through the use of electronic tablets and engaging in book talking both informally and through student book club events.

Ms. Phillips will support the **Formational component** of the Todd, Kuhlthau, and OELMA model by working with teachers to enhance curriculum and learning experiences that help students to: 1) create knowledge through framing questions, investigating, analyzing and synthesizing ideas to create their own views; 2) use knowledge by developing skills that transfer beyond the classroom; 3) produce knowledge by using technology and information tools to create new knowledge 4) disseminate knowledge by communicating in writing, orally, and using technological forms of expressions; 5) promote knowledge values by developing students into ethical, responsible users of information; and 6) promote reading literacy by encouraging students to explore areas of interest in greater depth by reading independently .

Addressing Identified Needs

Needs	Student Population	Core Challenges	Expanding Capacity with SIG Funds to Establish Community School	Existing School Strengths
Majority of students are falling below NYS standard in ELA.	Economically Disadvantaged; black, SWD- <i>all students will benefit from expanded capacity.</i>	<ul style="list-style-type: none"> • Inconsistent teaching of CCLS and instructional shifts; • Inconsistent expectations; • Little inquiry-based learning; • Little differentiated instruction; • Children not reading at home; • Library resources outdated & not aligned with CCLC and not reflective of student body. 	<ul style="list-style-type: none"> • CASDA PD & Consultation; • K-3 Intervention Specialist for embedded PD; • Expand LMS by .5 FTE for embedded PD in inquiry-based learning; • Purchase Laptops and Smart Boards to support inquiry-based learning; • library books and classroom materials aligned w/ CCLS; • Materials for differentiated instruction; • Take home loaner book program; • Loaner e-tablets; • Enrichment; • Tutoring w/in RtI framework; • Summer Library Hours. 	<p>Fountas & Pinnell ELA screenings 3x annually for all students;</p> <p>School developed ELA progress monitoring assessments;</p> <p>Two Nationally Board Certified elementary teachers; one National Board Certified LMS; an additional teacher pursuing National Board Certification in Literacy; reading teacher serving as Teaching and Learning Coach for embedded literacy PD.</p>
The majority of students are falling below state standard in Math at every grade level.	Economically Disadvantaged; black, white SWD- <i>all students would benefit from expanding capacity.</i>	Teaching of CCLS and instructional shifts inconsistent; inconsistent expectations.	<ul style="list-style-type: none"> • CASDA PD & Consultation; • Materials for differentiated instruction; • Smart Boards to support inquiry-based learning; • Enrichment; • Tutoring w/in RtI framework. 	Began Math In Focus (Singapore Math) for 2012/13 School Year; Some RtI interventions in Place.
Many students with	Across all grades	Too many students	<ul style="list-style-type: none"> • Consultation 	<ul style="list-style-type: none"> • .5 FTE

significant behavioral and attendance problems (due to illness).	and sub groups.	with ongoing systemic family problems; families living in poverty with many stressors; Parents need support to address behavior in the home.	and support from CASDA; <ul style="list-style-type: none"> • Hire.50 Behavior Intervention Specialist; • Establish full-time Child Guidance Counseling Center on site; • Establish Hometown Health School-Based Health Center on-site to provide primary care to prevent absences; Enrichment to strengthen students 'social competencies. 	Psychologist and 1 FTE Social Worker on staff; <ul style="list-style-type: none"> • Home School notebooks are used to communicate between home and school;
Parents need support in supporting children in school and helping them learn.	All parents-communication needs to be provided in their home language.	Many parents are "working poor" and cannot come during traditional school hours.	<ul style="list-style-type: none"> • Establish Parent Empowerment Center with morning and evening events and educational activities to accommodate working parents; • Take home loaner book bags. 	<ul style="list-style-type: none"> • Parents feel comfortable talking with principal, teacher and staff.

- ii. Describe the process by which this model was chosen, including all steps taken to engage the school staff, leadership, labor unions, and community stakeholders in the design and decision-making processes for model selection and plan development.

Collaboration and Planning Process

2011/12 School Year - Ms. VanDerLinden is appointed as Principal. She begins working with faculty in grade level groups for improving instruction, and examining data to determine building level needs. She recognizes the need for the whole child approach.

April, 2012 - Ms. VanDerLinden and the Building Leadership Team work with Hometown Health on an Application for a Federal Health Resources Administration Infrastructure to establish a School-Based Health Center at Hamilton. (Grant was recently awarded to Hometown Health).

November, 2012 – January, 2013 - Formal Planning for Round 1 of 1003(G) School Improvement Grant. The Planning process included an extensive series of planning meetings beginning in November, 2012. The meetings included Michele Vanderlinden, Hamilton Principal, faculty members including the SFT Building Representative, parents, a member of the paraprofessional school support staff, and PTO members. District level representatives also attended these planning meetings. These representatives included: Lori McKenna, SCSD Director of Planning and Accountability, Alison Taylor, SCSD Director of Instruction, Ann Jackson, SCSD Director of Student Support Services, Steven Boynton, President of the Schenectady Administrator's Association, and Suzanne DeWald, SCSD Development Officer.

March 2013 - June 2013 - Disappointed by the result of the prior 1003(G) School Improvement funding round the Hamilton School community redoubled its planning efforts to ensure that funding is secured in this second round. A planning team comprised of building leadership, faculty (including the SFT building representative), PTO members, partners, and district-level staff met weekly to work through every detail of the Transformation Model Plan. The planning team met with a group of more than 50 Hamilton parents that attended an International Dinner on May 8, 2013. The team was also able to collect specific input from a parent survey; 100% of parents completing the survey expressed positive or extremely positive views of services to be offered in a community school model (*see attachments for results*). Faculty from CASDA conducted focus groups with all Hamilton teachers on May 11, 2013. Teachers enthusiastically embraced the community school concept and were eager to commit to after-school and summer tutoring and enrichment for students as well as personal Professional Development opportunities. The results of these planning sessions, surveys and focus groups have guided the development of this proposal so that it specifically reflects the needs and plans outlined by stakeholders of the Hamilton School Community.

D. School Leadership (8 pts)

- i. Identify and describe the specific characteristics and core competencies of the school principal that are necessary to meet the needs of the school and produce dramatic gains in student achievement.

Characteristics of a Transformation Principal

- Respecting and valuing every student, every parent, every teacher and every staff member;
- Willing to take a risk and try a different approach;
- Being committed to using data to target instruction;
- Being a life-long learner to model learning for teachers and students alike;
- Being passionate about the transformative power of education;
- Being willing to do whatever it takes to make change happen;
- Being a proven leader.

- ii. **Identify the specific school principal by name** and include in this narrative a **short biography**, an explanation of the **leadership pipeline** from which she/he came, as well as the **rationale for the selection in this particular school**. In addition, provide an up-to-date resume and track record of success in leading the improvement of low-performing schools;

Biography - Michelle VanDerLinden has 25 years of educational experience including 10 years as an elementary teacher. She **was named 1999 SCSD Teacher of the Year**. Ms. VanDerLinden has 15 years as an administrator. Prior to becoming Principal of Hamilton School in Fall, 2012, she was the Principal of Van Corlaer Elementary School for seven years where she **was named SCSD 2010 Principal of the Year**.

Ms. VanDerLinden has a Midwestern friendly sensibility and determination. She is never one to let an obstacle stand in the way; she works with her team to find solutions and gets results. Ms. VanDerLinden brings the experience and passion needed to transform Hamilton into a high performing school. *(Please See Resume)*

Leadership Pipeline- Ms. VanDerLinden has been with the SCSD for her entire career. She was recognized for her excellence in the classroom and was encouraged by her Principal and the Superintendent at the time to become a principal herself.

Selection for this School- Ms. VanDerLinden was selected as Principal for Hamilton based on the student achievement results that she received while she was Principal of Van Corlaer Elementary School. During her tenure at Van Corlaer, Ms. VanDerLinden consistently led the school to a rating of “In Good Standing”. For many years Van Corlaer was the only school in the district to consistently make AYP despite having similar demographics as other SCSD schools.

- iii. Provide the **specific job description and duties**, aligned to the needs of the school, for the following supporting leadership positions; 1) assistant principal/s who will serve in the building; 2) **School Implementation Manager (SIM)**, if the school is utilizing one.

Assistant Principal – Not applicable in this model. The SIG Development Team chose a School Implementation Manager instead.

School Implementation Manager

Responsible for program administration and supervision of wraparound service components

for School Improvement Grant including the Parent Empowerment Center, Extended Learning Programs, the School-Based Health Center and the Counseling Services and additional community agency outreach. Supports Principal with student behavior matters and family outreach. This will allow the School Principal to focus on improving teaching and learning by consistently implementing plan, teach, assess, adjust cycle. The School Implementation Manager will:

- Support the principal in matters of student discipline and attendance;
- Conduct parent outreach with support of parent outreach advocates;
- Supervise and monitor program contracts with Child Guidance and other support partners including the Hometown Health;
- Reach out to community partners and expand services as directed by the School Principal;
- Conduct community outreach to bring mentoring and volunteer services to Hamilton;
- Assist the Principal in managing the program budget and purchasing;
- Supervise data collection and reporting;
- Provide building supervision in evening hours and summer when the School Principal is not available.

This is a full time year round position that requires a schedule that goes beyond that traditional school day. Typical work hours will be from 11:00 a.m. to 7:30 p.m.

The School Implementation Manager reports to the Principal of Hamilton School.

Qualifications: School Building Leader Certification Required.

- iv. Describe and discuss the current supporting leadership profile of the school in terms of quality, effectiveness, and appropriateness to the model proposed and needs of the students. Identify specific individuals who will remain in supporting leadership positions from the previous administration and discuss the strategies employed by the new school principal and the LEA/school to ensure buy-in and support from the entire leadership team. Identify any barriers or obstacles to obtaining leadership buy-in or support as well as strategies for overcoming them.

Leadership Profile: Ms. VanDerLinden is new to the school as Principal. She has however been a well respected member of the Schenectady City School District for the past 25 years. The Hamilton faculty has broadly embraced Ms. VanDerLinden. There are no obstacles envisioned.

Supporting Leadership Position: The School Implementation Manager (SIM) will be a new position. The Hamilton Building Leadership Team will follow the protocol for interviewing candidates. The best candidate will be selected for the job based on building needs and the district-level criterion. The SIM will be someone who shares Ms. VanDerLinden's vision for the School.

E. Instructional Staff (8)

- i. Describe and discuss the current school-specific staffing picture in terms of quality, effectiveness, and appropriateness for the needs of students in this school. In addition, describe the specific quantitative and qualitative change that is needed in this school's staffing between the time of application and the start-up of model implementation.

School Staffing Capacity - Hamilton is staffed by a principal, a teaching and learning coach (for embedded teacher professional development), 38 full-time teachers, a social worker, a half-time school librarian, a school nurse, a half-time school psychologist, 12 paraprofessional support personnel, a school secretary, two day custodians and one evening custodian who works until 11 pm.

Hamilton teachers have an average of 13 years of experience with a range of 3 to 32 years of teaching service. Presently Hamilton has two National Board Certified (NBC) teachers (Early Childhood Generalist), a third teacher is finishing up the NBC process in Early Childhood Literacy and a National Board Certified Library Media Specialist (Early Childhood - Young Adult). Many of Hamilton's classroom teachers hold additional certifications in Reading and Literacy.

Qualitative and Quantitative Changes - Principal Michelle VanDerLinden and her faculty are fully committed and eager to transform Hamilton into a high-performing community school with the support of the partner organizations and families. All teachers are committed to engaging in Professional Development to be a part of the Hamilton transformation process, thus no changes in the size or quality of the current staff are needed prior to the start of the implementation.

- ii. For each key instructional staff to be employed at the start of model implementation identify and describe the characteristics and core competencies necessary to meet the needs of its students.

Characteristics - In order to be the right match for our school, teachers must: 1) believe that race, economics or disabilities are not predictors of achievement; 2) be highly motivated and energetic; and 3) be committed to do whatever it takes to close learning gaps for all children.

Core Competencies - Hamilton teachers must: 1) be highly qualified; 2) be highly knowledgeable of developmental literacy and instruction; 3) be data driven, knowledgeable about assessment tools and instructional monitoring; and 4) have a sound grasp of the zone of proximal development and the gradual release of responsibility to create independent learners and thinkers for the 21st Century.

- iii. Describe the process and action steps by which existing instructional staff will be informed of the new model being implemented.

Action Steps - The existing instructional staff have been a part of the school improvement grant from its inception. The grant was discussed at faculty meetings and literacy team meetings. Faculty members were also invited to participate in the formal planning meetings where they took a very active role in helping to shape the design of the Transformation Model Plan. All staff attended focus group sessions held by CASDA in May 2013.

- iv. Describe the process and identify the formal LEA/school mechanisms that enable all instructional staff to be screened, selected, retained, transferred, and/or recruited. Identify any barriers or obstacles to assigning the appropriate staff as required by the model and new school design, as well as strategies for overcoming them.

Screened - The implementation of the APPR has put in place a more structured, balanced and objective teacher evaluation process. This data can be helpful to determine specifically what training, coaching, or modeling teachers need as part of their Teacher Improvement Plan (TIP) to remain on the Hamilton Faculty.

Retaining, Transferring, Selecting - The Principal has the decision whether or not to retain a teacher on staff, or to accept requests for transfers in or out of the school. There are provisions in the SFT Contract for both voluntary and involuntary requests.

Recruiting- The Human Resources Department typically conducts recruitment efforts on behalf of the district. However, CASDA may be of assistance in targeted recruitment efforts for Hamilton through their extensive connections with area schools and the University at Albany.

Barriers- No Barriers are anticipated at this time. All current faculty members are committed to full transformation of Hamilton.

F. Partnerships (6)

- i. Identify by name, the partner organizations that will be utilized to provide services critical to the implementation of the new school design. Additionally, provide the rationale for the selection of each. Explain specifically, the role they will play in the implementation of the new school design.

CASDA (Capital Area School Development Association)

Rationale- Partner selection grew out of existing initiatives in the building. CASDA has a stellar reputation for supporting systemic transformational change in schools and districts in Eastern New York State. CASDA is currently a partner in transforming SCSD's Lincoln Elementary School into a Community School. Just a few months into the process, CASDA is facilitating great progress at Lincoln ES.

Dr. Diane Albano, a CASDA faculty member conducted the OEE Review for Hamilton. CASDA already has a clear understanding of Hamilton's strengths, weaknesses and most pressing needs. Their work with Lincoln School has also allowed them to develop a clear working knowledge of the district. Their extensive experience in schools across the region as well as their knowledge of Hamilton School and the SCSD made CASDA the logical choice to serve as the Lead Partner in Hamilton's transformation process.

Role in Hamilton School Transformation - CASDA will serve as the Lead Partner and Educational Partner. CASDA will provide 650 days of consultation and Professional Development. Specifically, CASDA will build the capacity of the Hamilton Elementary Principal, teachers, coaches and other professional staff to:

1. Develop, evaluate and maintain an instructional program that includes:
 - Comprehensive, rigorous and coherent ELA and Mathematics curricula aligned with the Common Core Learning Standards;
 - Differentiated instruction in ELA and Mathematics based on formative assessments and utilizing leveled texts, guided reading, and targeted learning centers;
 - Effective and appropriate technologies to support teaching and learning;
 - Participation in a Professional Learning Community (PLC) model to promote researched-based instructional practices;
 - Embedded research-based professional development.
2. Develop and evaluate a culture of data driven instruction by:
 - Creating an accountability system through formative and summative assessments to monitor student progress and support continuous improvement;
 - Coaching the Teacher Learning Coach (TLC) and principal to work with teachers as they implement data informed interventions for all students;
 - Designing rubrics for students to self monitor progress and set learning goals;
 - Utilizing a Professional Learning Community model (PLC) to review data, modify lessons, develop classroom goals, and engage in peer observation;
 - Embedding research-based Professional Development.
3. Implement and evaluate a co-teaching model of instruction to increase academic performance of students with disabilities including embedded Professional Development for general education and special education teachers, as well as, classroom paraprofessionals.

4. Integrate technology into all aspects of teaching and learning including embedded Professional Development to utilize applications for IPADS, Smart Boards, Promethean Boards, laptops and other technologies which support higher order thinking.
5. Plan, implement and evaluate (2) three-day Summer Institutes to include literacy across the curriculum, data informed instruction, co-teaching and integrated instructional technology.
6. Serve as a member of the Building Leadership Team (Inquiry Team) to provide ongoing technical assistance for data analysis, agenda setting and general support for initiatives at regularly scheduled meetings.
7. Support the creation of Hamilton Community School job descriptions and attend screening and interview sessions.
8. Design, implement and evaluate an extended learning program (extended day, break period and summer program) that offers students 21st Century competencies, reflects Common Core Learning Standards and incorporates instructional data from the school day.

Please see Professional Development Plan and Preliminary MOA

Organizational Background- 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.

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 served as 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.

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.

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 (attached)**, 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 make observations, review artifacts, collect perceptual evidence, and analyze multi-model data at formative and summative intervals in order to measure the success of activities conducted within a district/school.

Northeast Parent and Child Society (Child Guidance Center)

Rationale - For the past two years, counselors from Northeast Parent and Child Society's Child Guidance Program have been offering four hours of on-site early evening counseling hours for students and families at Hamilton. These services have been offered on a fee-for-service basis or insurance reimbursement basis. The needs for these on-site services have dramatically out-paced the limited resources available. As parents, students and staff have established a trusted relationship with Child Guidance, the SIG Development Team wanted to expand those services to support a full-time counselor working year round, supporting daytime and evening hours for on-site counseling services for child and family counseling needs to address the significant mental health concerns that have been noted in the building.

Background - Northeast Parent and Child Society (Child Guidance Center) has been a part of the Schenectady Community for 120 years. Northeast Parent and Child Center provides a wide spectrum of services including foster care, child guidance and therapy, parenting effectiveness education, a secondary school for 152 children in Grades 6-12, independent living skills training and career development services. It is Northeast's mission to help those in our care learn to stand on their own. The Child Guidance Center operates school-based mental health offices in several SCSD Schools. Many of these sites began with grant funding, but once they

were established and the grant funds ended, each of these mental health offices were fully sustainable with Medicaid reimbursement. It is our plan to extend this sustainable model to the Hamilton Community School.

Role in Hamilton School Transformation - Child Guidance will serve as the on-site Mental Health Partner. They will provide a full-time, year round Masters Level Clinician to provide mental health screening for students and counseling and service for students and their families. SIG funds will be used over the three years of the grant period to build capacity for a sustainable full-time mental health program. (see preliminary MOA)

Hometown Health

Rationale - Providing health care on-site will help to keep students healthy and in school. Students often miss many days of school when they are sick from asthma or conditions such as strep throat because their parents do not have transportation to take them to the doctor's office. For nearly 40 years, Hometown Health Centers (HHC) has proudly been the primary care provider of choice for more than 15,000 local children and families. For more than 15 years, Hometown Health has been providing visiting preventative dental clinics at Hamilton and in all SCSD Schools. In Spring, 2012, Hometown Health, a community health services provider, invited Hamilton school to be a partner in a US Department of Health Resources and Services Administration (HRSA) grant to establish an on-site school-based health center. On December 31, 2012, Hometown Health was awarded the grant to provide start-up funds to establish the health center.

Role In Hamilton Community School - Hometown Health uses HRSA grant funds to make renovations to Hamilton to establish a school-based health center. They will obtain necessary licensure for the school-based health center. Hometown health will ensure sustainability by providing the medical care staff for the school-based center. Hometown Health did request school improvement grant funds for an Enrollment and Outreach Coordinator. This position would build capacity for sustainability of the school-based health center by signing up students and getting families enrolled with insurance providers under the Affordable Healthcare Act. (Please See Preliminary MOA)

- ii. Complete the Evidence of Partner Effectiveness Chart (Attachment C). This evidence should be able to be validated by an external source that each partner organization selected has a proven track-record of success in implementing school turnaround strategies that result in measured and timely successes with respect to the school's needs.

See Attached For CASDA, Child Guidance, and Hometown Health

- iii. For any key external partner funded through this plan, provide a clear and concise description of how the LEA/school will hold the partner accountable for its performance.

All external providers will have clear contracts with performance indicators and deliverables. All contracts give the District the right to terminate contractual services with 30 days notice. This is done in the case of services not being adequate for District needs. Additionally, each contract is for a one-year period only. Contracts are only renewed if performance indicators and deliverables are met on schedule. In the case that a contract is terminated or not renewed, a proposal for services will be released to solicit other proposals from similar providers.

G. Organizational Plan (8pts)

- i. Submit an organizational chart (or charts) identifying the management and team structures, and lines of reporting.

Please See Organizational Chart and School Model Diagram

- ii. Describe how the structures function in day-to-day operations (e.g., the type, nature, and frequency of interaction, data-sources used to drive discussion and decision making, manner in which the results of interactions are communicated and acted upon, etc.).

Principal - Michelle VanDerLinden, as Principal, is Hamilton's academic leader. She sets the course and direction for school culture and expectations for students, faculty and staff. She is also responsible for supervising all teachers, professional development coaches and staff in her building. She works directly with CASDA and their faculty.

The School Implementation Manager will be responsible for the day-to-day operations of wrap-around support services in the building including the Child Guidance Counseling Center, the Hometown Health School-Based Health Center, the parent empowerment center, and parent and community outreach as well as all expanded learning programs. The SIM will support the Principal in SIG data collection as well as addressing school discipline matters so that the Principal can focus primarily on improving student achievement.

School-Based Leadership Team in the corporate world would be similar to a Board of Directors; however, in our model it is comprised of representative stakeholders responsible for guiding and sustaining successful school transformation. The School-Based Leadership Team will be comprised of the Principal, 3 teachers, 3 parents, 1 PPS staff member, 1 support staff member and a leadership representative from each of the partner consortium members, CASDA, Hometown Health, and Child Guidance. The School-Based Leadership Team will meet **bi-weekly** and will be responsible for collaboratively making all major decisions regarding the design of the Community School Model. Additionally the School-Based Leadership Team will collaboratively make hiring decisions for grant staff and have a role in interviewing candidates for positions within the school, with the ultimate hiring decision being that of the building principal.

- iii. Describe in detail, the plan for implementing the annual professional performance review (APPR) of all instructional staff within the school. Include in this plan an identification of who will be responsible for scheduling, conducting, and reporting the results of pre-observation conferences, classroom observations, and post-observation conferences.

Summary of APPR Process

All Classroom Teachers

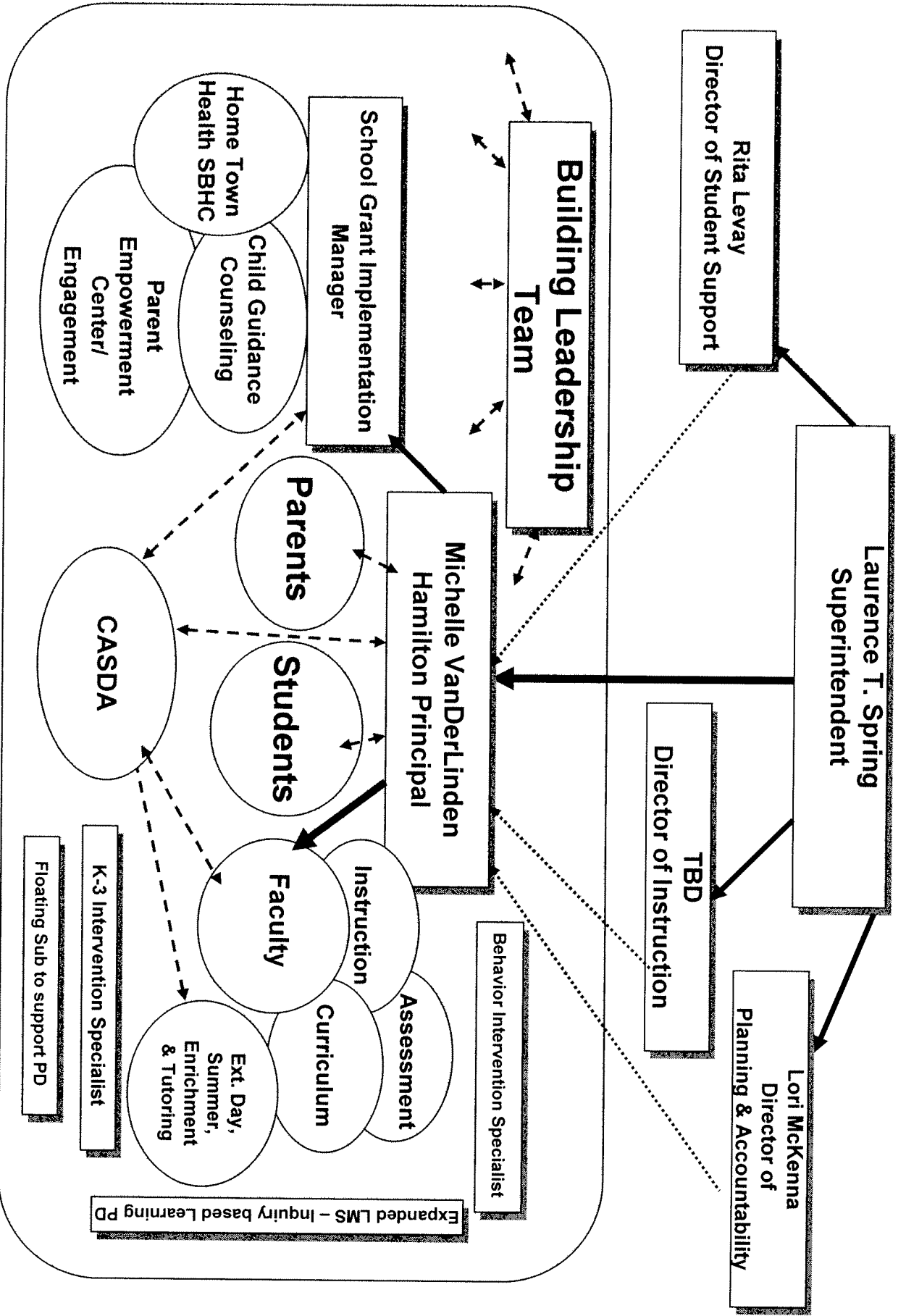
- Pre-SLO administered in September;
- Post SLO administered in May or June depending on subject.

Tenured Teachers (2 classroom observations by principal and/or subject area coordinator)

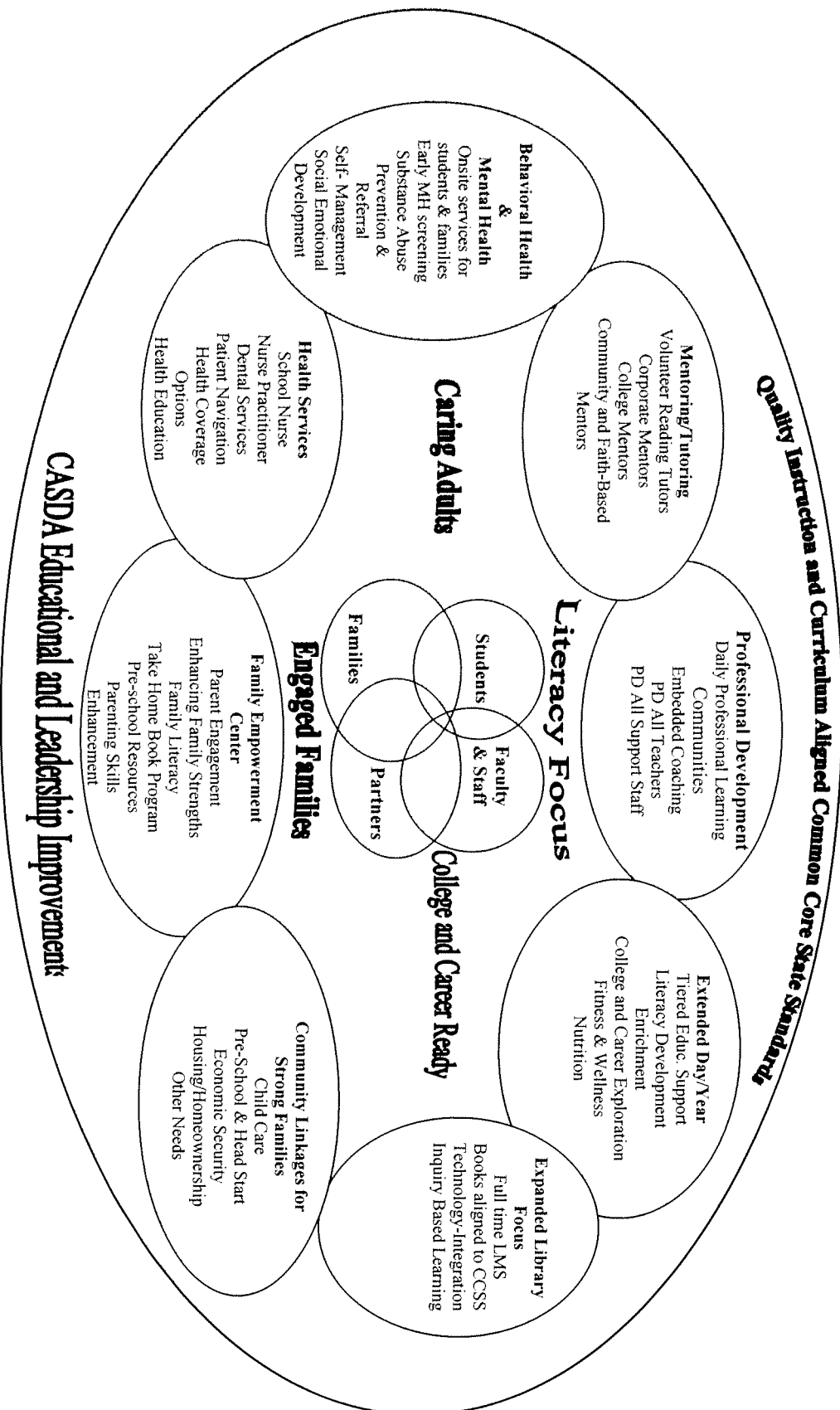
1st Classroom Observation –Formal Observation

- Between Oct. 15 & March 15th - includes pre-conference & post conference;
- Pre-conference – up to 7 school days before observation;

Building Level Organizational Chart - Hamilton SIG 1003(g)



Hamilton Community School Model



- Post-conference – up to 7 school days after observation.

2nd Classroom Observation – *Informal Observation & Unannounced*

- Should occur no sooner than five school days after the post conference, but within 20 school days of the post-conference;
- Evidence shared with teacher in a modified post conference.

Special Notes

- ***No classroom observations*** – Two school days before or two school days after school recesses, and one school day before or one school day after a school holiday;
- These days – not counted toward the 20 school days listed above;
- Teachers can request additional focused observations;
- Observations screened through the NYSUT rubric;
- Highest score recorded from all classroom observations and visits will be used in the final score;
- All observations must be completed by May 1st.

Teachers on Probation

(Classroom observations by principal and/or subject area Coordinator - 2 formal, 1 informal)

Formal Classroom Observation

1st Classroom Observation – *Formal Observation*

- Between October 1 & December 1;
- Includes pre-conference & post-conference;
- Pre-conference – up to seven school days before observation;
- Post conference – up to seven school days after observation;
- 2nd Classroom Observation – *Formal Observation*;
- Date – mutually agreed upon;
- Must take place during the 2nd Semester.

Informal, Unannounced Observation

- *Informal Observation & Unannounced*;
- Evidence shared with teacher in a modified post conference.

Special Notes

- There should be at least 15 school days between classroom observations;
- ***No classroom observations*** – Two school days before or two school days after school recesses, and one school day before or one school day after a school holiday;
- These days – not counted toward the 20 school days listed above;
- Teachers can request additional focused observations;
- Observations screened through the NYSUT rubric;
- Highest score recorded from all classroom observations and visits will be used in the final score;
- Classroom observations completed by April 1st. Notice of Tenure Recommendation or reappointment will be made by May 1st.

All Teachers

- ✓ A year end session will be conducted to:
 - Review and discuss any additional evidence submitted;
 - Review, discuss and score all elements covered by the 60 points;
 - As a part of this session the parties should jointly develop the list of elements that will be the focus on the evaluation process for the next school year;
- ✓ To the extent possible, final conferences should be completed by May 31st ;
- ✓ Special Notes;
 - **For Tenured Teachers** – When the formal classroom observation was not conducted by the principal but another trained administrator, that evaluator shall be present;
 - **For Teachers on Probation** – all parties involved in that teacher’s evaluation shall be present;
- HEDI Scores delivered by principal by the end the school year;
- Full APPR scores available by the end of August once NYS test scores are available;
- Teacher Improvement Plans (if applicable) must be in place within 10 days of the start of the school year.

Responsibilities - The Principal is responsible for scheduling all observations, meetings and conferences. The Director of Instructional Support schedules administration of SLOs in conjunction with the Principal. Teacher Improvement Plans are developed by the Principal in conjunction with the teacher and subject-area coordinator as appropriate.

- iv. Provide a full calendar schedule of the events listed in “iii” for the 2013-2014 school year that reaches all instructional personnel who will staff the building.

PLEASE SEE ATTACHED

Instructional Plan Spts

- i. **Curriculum.** Describe the curriculum to be used with the model, including the process to be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program (see: <http://engageny.org/common-core-curriculum-assessments>).

Curriculum - The ELA curriculum includes a balanced literacy approach including developmentally appropriate scaffolding literacy activities building awareness, skill, and mastery at each level to meet New York State Learning Standards. Uninterrupted reading blocks are essential to curriculum. In Grades K-2, students engage in word study, shared reading, interactive writing, independent reading, guided reading and interactive read alouds, among other balanced literacy approaches. Resources include the **Good Habits Great Readers Program** leveled classroom libraries and quality literature to expose students to a variety of genres and themes. Students also engage in literacy activities across all content areas including Science and Social Studies. Beginning in the Fall, 2012, students will begin using the **Math in Focus Program (Singapore Math)** along with supplemental math manipulatives; students study science using inquiry-based science kits.

Balanced literacy reflects research-based strategies that provide a framework for differentiating instruction to meet our students' diverse literacy and learning needs. The research on balanced literacy comes from the work of Margaret Mooney, Fountas and Pinnell, Cunningham & Allington, Stephanie Harvey, Harvey Daniels, Reggie Routman and Lucy Calkins. Most of the instructional formats and strategies rely on the research from the CELA and CIERA studies on effective schools and effective teachers, and the work of Marie Clay. This body of research and the translation to effective instructional and assessment practices has resulted in improved literacy achievement for students over the past few decades.

Our balanced literacy framework is structured through a **Reading Workshop and Writing Workshop**. Each workshop is made up of specific instructional routines. These include: 1) Interactive Read Aloud; 2) Interactive Writing; 3) Shared Reading; 4) Language/Word Study; 5) Guided Reading; 6) Independent Learning Centers; 7) Independent Reading; 8) Shared Writing; 9) Literature Circles; 10) Whole Group Mini-Lessons; 11) Independent Writing; 12) Conferencing and 13) Group Shares. Each of these routines provides different opportunities for learners to grow as readers and writers. Powerful demonstrations by the teacher, guided practice, and independent work are all woven within and throughout the framework making for a strong support system where learners see, practice, and do.

All students in Grades K-6 take the **Fountas and Pinnell** Assessments three times per year. The results of these assessments, as well as weekly unit assessments for reading and math, help teachers to identify which students are not attaining Common Core State Standards. Depending on the nature of the gap, teachers may use differentiated instructional approaches to meet students' specific learning needs or the teacher may use a targeted response to intervention approach for additional instruction during the school day. The proposed extended learning time will greatly expand the time available to provide targeted interventions to students. The proposed plan calls for 10 teachers to provide eight hours of additional RtI instruction and enrichment after school per week.

- ii. **Instruction.** Describe the instructional strategies to be used in core courses and common-branch subjects in

the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Provide details of how the events of instruction in additional required and elective courses will be arranged to reflect all of these instructional shifts. Describe a plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).

The following strategies will support instruction in the Common Core Shifts ELA and Literacy

Pre-K -5 Balancing information and Literary Texts

- CASDA Professional Development and Consultation;
- Hiring K-3 Intervention Specialists;
- Additional .50 FTE with LMS for embedded Professional Development;
- Embedded PD with Teaching and Learning Coach;
- Professional Learning Communities;
- Library collection purchases aligned to the CCLS;
- Use of Smart Board and Laptops for inquiry-based learning;
- Extended Day, Vacation and Summer Enrichment.

6-12, Knowledge in the Disciplines (Grade 6 only)

- CASDA Professional Development and Consultation;
- Embedded PD with Teaching and Learning Coach;
- Professional Learning Communities;
- Additional .50 FTE with LMS for embedded Professional Development;
- Library Collection Purchases;
- Use of Smart Board and Laptops for inquiry-based learning;
- Extended Day, Vacation and Summer Enrichment aligned to the CCLS.

Staircase of Complexity

- CASDA Professional Development and Consultation;
- Professional Learning Communities;
- Library Collection Purchases aligned to CCLS;
- Embedded PD with Teaching and Learning Coach;
- Professional Learning Communities;
- Additional .50 FTE with LMS for embedded Professional Development.

Text-based Answers

- CASDA Professional Development and Consultation;
- Embedded PD with Teaching and Learning Coach;
- Professional Learning Communities;
- Library Collection Purchases aligned to CCLS;
- Use of Smart Board and Laptops.

Writing from Sources

- CASDA Professional Development and Consultation;
- Embedded PD with Teaching and Learning Coach;
- Professional Learning Communities;
- Library Collection Purchases aligned to CCLS;

- Use of Smart Board and Laptops;
- Extended Day and Summer Enrichment.

Academic Vocabulary

- CASDA Professional Development and Consultation;
- Embedded PD with Teaching and Learning Coach;
- Professional Learning Communities;
- Library Collection Purchases aligned to CCLS;
- Use of Smart Board and Laptops;
- Extended Day, Vacation and Summer Enrichment aligned to the CCLS.

The following strategies will support instruction in the Common Core Shifts Mathematics.

Focus

- CASDA Professional Development and Consultation;
- Implementation of *Math in Focus*.

Coherence

- CASDA Professional Development and Consultation;
- Implementation of *Math in Focus*.

Fluency

- CASDA Professional Development and Consultation;
- Implementation of *Math in Focus*.

Deep Understanding

- CASDA Professional Development and Consultation;
- Implementation of *Math in Focus*.

Application

- CASDA Professional Development and Consultation;
- Implementation of *Math in Focus*;
- Extended Day, Vacation and Summer Enrichment aligned to the CCLS.

Dual Intensity

- CASDA Professional Development and Consultation;
- Implementation of *Math in Focus*.

- iii. *Use of Time*. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Describe a logical and meaningful set of strategies for the use of instructional time that leads to a pedagogically sound restructuring of the daily/weekly/monthly schedule to increase learning time and/or extend the school day or year. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time, as outlined here:
<http://www.regents.nysed.gov/meetings/2012Meetings/April2012/412bra5.pdf>

Use of Time During the School Day - Hamilton students in Grades K-2 receive 105 minutes of reading instruction daily, 60-75 minutes of writing instruction daily, 60 minutes of math daily and 30 minutes of science or social studies daily. Students in Grades 3-6 receive 105 minutes of reading instruction daily, 75 minutes of writing instruction daily, 60 minutes of math daily and 45 minutes of science or social studies daily. The attached school day instructional schedules outline Readers Workshop, Literacy Block, Writers' Workshop as well as blocks for math, science and social studies. Uninterrupted literacy blocks and math blocks increase time on task and quality learning experiences for students. These uninterrupted blocks will be ideal for integrating projected-based lessons utilizing laptop and Smart Board technology to strengthen attainment of NYS Common Core State Standards and 21st skills and competencies. *(See Attached Sample Schedules)*

Expanded Learning Time - Student learning will be expanded by 272 hours through formal after school learning and enrichment programs and over school breaks as well as 96 additional hours of enrichment to prevent summer learning loss in July and August. After school expanded learning programs will be designed to serve up to 180 students daily and the summer will be designed to serve up to 180 students. Enrollment will be open to all Hamilton students. Preference for enrollment will be granted to students with learning gaps in ELA or math as indicated through formative assessment measures. Students with the greatest learning gaps identified through the use of assessments will also have the opportunity to work in small groups with teachers using Response to Intervention programs and strategies specific to each child's needs.

Expanded learning activities will feature the integration of laptops to support attainment of Common Core Learning Standards. The Common Core State Standards for ELA & Literacy in Historical/Social Studies, Science and technical subjects require that students advance through the grades and master the standards in reading, writing, speaking, listening and language. Success in college and career fields demands ever increasing literacy skills. According to a 2006 study conducted by the ACT, Inc., the clear determinate of students' ability to meet or exceed the college success predictability benchmark score of 21 out of 36 on the ACT exam was a student's ability to answer questions associated with complex texts.

Hamilton students will also require 21st Century skills and competencies to be successful in future learning and work environments. The skills and competencies include: 1) Creativity and innovation; 2) Critical thinking; 3) Cultural awareness; 4) E-communications; 5) Flexibility and adaptability; 6) Global awareness; 7) Information literacy; 8) Self-direction; 9) Media and visual literacy; and 10) Teaming and collaboration (METIRI Group).

Hamilton will expand learning time throughout the year with targeted Response to Intervention Programs and enrichment offered four days per week for two hours each day by Hamilton School teachers and other NYS certified teachers as needed. The expanded program will be managed and supervised by the School Implementation Manager in partnership with the Hamilton School Principal. The expanded learning programs offered after school, and during the summer will be designed to strengthen students' attainment of the Common Core State Standards as well as 21st Century skills needed for success in post-secondary education and training and in the workplace. Examples of enrichment courses may include:

The examples below are some possible courses that will be offered. Actual enrichment courses will be developed in collaboration with CASDA faculty to ensure alignment with the

Common Core State Standards articulation with the school day program and congruence with best research practices to prepare our students for success in college and careers.

Future Scientists Global Warming Enrichment Mini Course - Students will objectively investigate the debate of the human causes of global warming from opposing sides using resources such as library databases, and other interactive multimedia, as well as temperature and meteorology information. This research will allow students to utilize Web 2.0 platforms such as Voice Thread and Prezi to defend and support their position following a project rubric provided and designed by the teacher.

The Sports Journalism Enrichment Program - Will engage students in the study of various sports including: 1) history; 2) famous players; 3) sports rules; and 4) the role of sports in American or international cultures. Students will have the opportunity to meet with print, radio, and television sports journalists to learn about sports-related careers. Students will publish their weekly e-newsletter and prepare a video broadcast segment highlighting the information that they have gained from research and interviews that they have conducted with visiting journalists, broadcast personnel, publicity staff, and players.

Math Project - Cooking - This project will involve the students in planning and creating meals. They will experience hands-on work with converting recipes, calculating nutritional values, interpreting labels, and budgeting resources. Students will be utilizing number sense; working with fractions, decimals, and percentages (depending on the grade level); and modeling real-world situations with mathematical equations. Students will be involved in all aspects of the planning including budgeting, examining nutritional values, and looking at sizes of quantities needed. Students will then be executing the recipes including preparing, mixing, and cooking. This project addresses the Common Core Mathematical Practices to make sense of problems and persevere in solving them, reason abstractly and quantitatively, model with mathematics, use appropriate tools strategically, attend to precision, and look for and express regularity in repeated reasoning. This project will also address number sense skills, operational fluency, fractions/decimals/percents, and proportional reasoning as appropriate for the grade level of students.

Summer Learning and Enrichment - At Hamilton, teachers and the school librarian will offer literacy-based programs to allow students with the most significant gaps in reading to both accelerate learning skills and prevent summer learning loss. The summer programs will be offered to students in Grades 1-3 and 4-6 and will provide strategic RtI Interventions, literacy enrichment and work with parents to explicitly teach literacy support strategies. The library will be open and students will be able to take out books.

Hamilton students in Grades 4-6 will be able to participate in the SCCORE Program (Schenectady City & County Outreach for Recreation and Education Program) run in collaboration between the Schenectady County Youth Bureau and the SCSD. The SCCORE Program is held in Schenectady's Central Park. The SCCORE Program hires Schenectady teachers and promotes reading, nature studies, peer leadership, positive youth development, and recreation.

- iv. Data-Driven Instruction/Inquiry (DDI). Describe the school's functional cycle of Data-Driven Instruction/Inquiry (DDI). Present the schedule for administering common interim assessments in ELA and Math. Describe procedures,

and schedule of space and time (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the examination of interim assessment data and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis. (See <http://engageny.org/data-driven-instruction> for more information on DDI).

DDI- Hamilton teachers regularly use **Performance Plus** to create and analyze student assessments. In addition to these teacher-developed assessments, all district students are given the following assessments to measure progress at each grade level from Kindergarten through Grade 6. These measures are used to differentiate teaching strategies, as well as determine students' need for interventions within an RtI framework. At-risk reports are generated on a bi-weekly basis for each Priority School. These reports show students with low achievement, a dramatic decline in achievement, or significant changes in behavior or attendance. Quarterly Reports with data disaggregated by grade, subject and student subgroup are prepared for each school. CASDA will work with the Hamilton Principal and faculty to refine the DDI cycle. Hamilton teachers will also be able to work with the building's Teaching and Learning Coach as well as the planned K-3 Intervention Specialist to target instructional strategies to identified gaps.

Schedule of Assessments

	<u>ELA Assessment</u>	<u>Math Assessment</u>	<u>Social Studies Assessment</u>
Kindergarten	<u>Fountas and Pinnell</u> (Fall, mid-year, Spring) District assessments writing, reading, high frequency words, letter/sound correspondence SLO Pre & Post tests.	SLO Pre & Post tests	
Grade 1	<u>Fountas and Pinnell</u> (Fall, mid-year, Spring) District Assessment-writing persuasive letters - March Writing - May SLO Pre & Post tests.	SLO Pre & Post tests	
Grade 2	<u>Fountas and Pinnell</u> (Fall, mid-year, Spring) <u>Grade 2 Inventory</u> <u>Chapter tests GHGR</u> SLO Pre& Post tests.	SLO Pre& Post tests <u>Grade 2 Inventory</u> <u>Chapter Tests Math In Focus.</u>	
Grade 3	<u>Fountas and Pinnell</u> (Fall, mid-year, Spring) <u>Chapter tests GHGR</u> SLO Pre & Post tests.	SLO Pre & Post tests <u>Math in Focus Chapter Tests.</u>	January & June Local Assessment.
Grade 4	<u>Fountas and Pinnell</u> (Fall, mid-year, Spring) <u>Chapter tests GHGR</u> SLO Pre & Post tests.	SLO Pre& Post tests <u>Math in Focus Chapter Tests.</u>	January & June Local Assessment
Grade 5	<u>Fountas and Pinnell</u> (Fall, mid-year, Spring) <u>Chapter tests GHGR</u> SLO Pre & Post tests.	SLO Pre & Post tests <u>Math in Focus Chapter Tests.</u>	January & June Local Assessment
Grade 6	<u>Fountas and Pinnell</u> (Fall, mid-year, Spring) <u>Chapter tests GHGR</u> SLO Pre& Post tests.	SLO Pre& Post tests <u>Math in Focus Chapter Tests.</u>	January & June Local Assessment

The district has developed pre-tests and post-tests for Student Learning Objectives (SLOs) have been developed in concert with Dr. Michael Radlick. The SLO's align to the Common Core State and are both valid and reliable. These assessments will be used to: 1) Measure a student's growth in learning and progress toward proficiency; 2) Determine a teacher's HEDI score and rating for both student growth and student achievement; and 3) provide greater teacher focus on student learning linked to the Common Core State Standards.

- v. ***Student Support.*** Describe the school-wide framework for providing academic, social-emotional, and student support to the whole school population. List the major systems for the identification of students at-risk for academic failure, disengagement/drop-out, and health issues and then present the key interventions chosen to support them. Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner.

Major Systems for Students At-Risk for Failure

	Behavioral	SRC (Failure or Future)
Students with poor academic achievement	<ul style="list-style-type: none"> • Student and Parent communication; • Extended Learning RtI; • School-based health center - Is there a physical reason? (Needs, glasses? illness?); • Counseling – is there a problem at home? • More inquiry based learning to keep students engaged; • Extended learning/enrichment to develop; • Teacher PD. 	<ul style="list-style-type: none"> • Teacher (Home School Notebook); • Teachers; • Hometown Health; • Child Guidance; • LMS /CASDA Support; • Teachers w/ design support; • CASDA.
Students with multiple behavior referrals	<ul style="list-style-type: none"> • Teacher PD/student communication; • School-based health center - Is there a physical reason? • Child and Parent Counseling ; • Extended learning/enrichment to develop social skills; • More inquiry-based learning to keep students engaged; • Parent resources and education. 	<ul style="list-style-type: none"> • .50 Behavior Intervention specialist; • Hometown Health; • Onsite FT Clinical Therapist-Child Guidance; • Teachers/CASDA Support; • LMS /CASDA Support; • Parent Empowerment Center.
Student Absences	<ul style="list-style-type: none"> • School-based health center - Is there a physical reason? • Counseling – is there a problem at home? • Is there a resource problem at home (no clean clothes, lice and no \$ for treatment)? 	<ul style="list-style-type: none"> • Hometown Health; • Child Guidance; • School Implementation Manager connects to local resources (School Based Washer and Dryer).

All proposed services expand or enhance services and do not supplant any current resources.

- vi. ***School Climate and Discipline.*** Describe the strategies the model will employ to develop and sustain a safe and orderly school climate. Explain the school's approach to student behavior management and discipline for both the general student population and those students with special needs.

Current Strategies for Behavior Management - Hamilton, like all SCSD Schools implement the three-tiered Positive Behavior Support Program (PBIS) and the Olweus Bullying Prevention Program. All teachers and staff have been trained in PBS and Olweus, philosophy and model; both programs are implemented school-wide for all students. Within the next year the District will be examining student behavior systems, and Special Education systems with the help of the NYU Metro Center. This work will better define systems addressing student behavior for SWD and students without disabilities to prevent over identification of students with special needs.

Planned Strategies for Developing an orderly and Safe School Climate. Additionally on the school level, Rebecca Gardner, from the CASDA Faculty will use her expertise in school climate and culture to work with the school-based leadership team to examine current school climate practices and make recommendations for improvements based on best practice research.

We plan to hire a .50 FTE Behavioral Intervention Specialist. Child Guidance will provide counseling services to students and families to address specific student needs with regard to anger management.

The Parent Empowerment Center will offer resources and classes for parents on strategies for effective communication and discipline for children at all stages of development. The Parent Empowerment Facilitator will work with parents and supplemental partners such as Parsons Child and Family Center and the Capital District Child Care Council to develop parent support and discussion groups so that parents can share strategies and feel a sense of community as they work through the challenges of raising their children. As the Hamilton community is linguistically diverse, we have budgeted for multicultural parents as outreach liaisons to involve parents who are not proficient in English. CASDA will assist in developing school climate and parent satisfaction surveys.

vii. Parent and Community Engagement. Describe the formal mechanisms and informal strategies for how the school will encourage parent/family involvement and communication to support student learning, and how it will gauge parent and community satisfaction. Programs and initiatives described should be aligned with the Title I requirements for parental involvement, as well as Part 100.11 regulations outlining requirements for shared decision-making in school-based planning; accessible at <http://www.p12.nysed.gov/part100/pages/10011.html>.

The first step in Parent Engagement will be to charter a bus and bring a group of parents and faculty to the Harlem Children's Zone so that they may observe an effective Community School. This will give parents and faculty a chance to build a shared vision for Hamilton

We will establish a Parent Empowerment Center at Hamilton with literary materials and information about how to become involved and engaged in the school. Parents will be welcome to come in the morning and visit with the School Implementation Manager, Parent Outreach Liaisons. This will be a comfortable welcoming space for one to one or small group conversations about learning and literacy. The idea will be to make it feel like home to reduce the intimidation factor. Parent outreach liaisons will conduct formal and informal outreach to truly engage families in the school. Three parents will be on the School Based Leadership Team (SBLT) which will meet bi-weekly to oversee implementation of the School Transformation and Community School Design. Additionally we plan to invite all parents and

community stakeholders to quarterly meeting to share progress and gain valuable insight from a parent perspective.

As we develop Hamilton Community School, we anticipate expanding partnerships with additional community agencies to address family needs. The School Implementation Manager will play a vital role in this process.

I. Training, Support, and Professional Development (4pts)

- i. Describe the process by which the school leadership/staff were involved in the development of this plan.

The Principal discussed this grant and its development at two full faculty meetings as well as multiple literacy team meetings. 12 Hamilton teacher members met over a 2-month period to work as part of the planning team to design both the program and the Professional Development Plan.

- ii. **Implementation Period.** Identify in chart form, the planned training, support, and professional development events scheduled during the implementation period (September 1, 2013 to August 31, 2014). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide in the project narrative a rationale for each planned event and why it will be critical to the successful implementation of the SIG Plan.

Date	Instructional Intervention	Target Audience	Importance	Outcomes	Provider
Sept -June	Embedded PD and modeling research-based K-3 instructional practices and interventions.	K-3 Teachers	K-3 Literacy practices are inconsistent; Differentiated learning is not used effectively; centers are not used effectively	K-3 Teachers will demonstrate effective practice during observations by principals and CASDA faculty	K-3 Intervention Specialist to be hired
Sept -June	Embedded PD and modeling inquiry-based instructional practices; development of interdisciplinary lessons.	Teachers grades 3-6	Inquiry-based learning infrequently used; Students need to be more engaged and more self-directed in order to meet 21 st C Comencies.	Teachers Grades 3-6 will demonstrate effective practice during observations by principals and CASDA faculty	Donna Smith National Board Certified LMS expanded to 1.0 FTE
Sept -June	Modeling and consultation with teachers and students.	All teachers	Teachers need to learn effective strategies for working with students with challenging behaviors; students need to learn effective communication skills	Reduced discipline referrals and suspensions	.50 FTE Behavior Intervention Specialist to be hired.
Sept – June	Teachers observe research-based best practices in other classrooms within the school, the district including the SCSD Lincoln Community School, and across the region.	All teachers	Teachers need to step out of their comfort zone to see what works elsewhere	Teachers will demonstrate effective practice during observations by principals and CASDA faculty	CASDA will identify model classrooms for visits; Hamilton Floating sub will teach class to allow for visitation.

Sept – June	Teachers observe research-based best practices in other classrooms within the school, the district including the SCSD Lincoln Community School, and across the region.	All teachers	Teachers need to step out of their comfort zone to see what works elsewhere.	Teachers will demonstrate effective practice during observations by principals and CASDA faculty.	CASDA will identify model classrooms for visits; Hamilton floating sub will teach class to allow for visitation.
Sept -June	Teachers participate in Horizontal or Vertical Professional Learning Communities for 30 minutes daily.	All teachers	Teachers use this time for examining data or to focus on a specific topic. The Principal works with teachers to set the PLC schedules so that they are used effectively.	Teachers will demonstrate effective use of PLC time leading to greater student achievement.	Principal, Teaching and Learning Coach with support from CASDA.
Oct 13- On-going	Formative and Summative Assessment.	Teachers, Coaches	Teachers need a clear understanding of the development and use of assessments to make meaningful instructional change.	Student progress will be monitored through biweekly at-risk reports and quarterly data reports.	CASDA Betsy Smith, Jennifer Bashant.
Sept 3 – Oct 31	Classroom observation targeted PD on construction and use of assessment.				
Nov 1- May 30	Data Analysis, decision making and interventions based on data Nov-May 30 student performance.	Teachers, Admin., Coaches	This builds on assessment. Teachers need to understand how to analyze and interpret data to drive changes in instructional practice.	Decision making based on student performance.	CASDA Jennifer Bashant.
Sept 3 – Oct 30	Common Core Learning Standards in ELA, Math Curricula.	Teachers, Admin., Coaches	Instructions in CCLS and shifts have been implemented inconsistently.	Lessons and units aligned with CCLS, increased student achievement.	CASDA Betsy Smith. With ongoing support and consultation from the Teaching and Learning Coach.
Nov 1- June 30	Assessment of current curricula.				
Jan 3 - April 30	Leading writing sessions to align. PD on instructional strategies.				

Oct 20- June 30	Differentiated Instruction in ELA and Math; Engagement.	Teachers, Admin., Coaches.	Instruction in CCLS and shifts have been implemented inconsistently.	Students will receive small group instruction at their level of need.	CASDA Betsy Smith, Ann Netter.
Oct 5, Dec., Feb.	Technology, instructional Integration; 2 hrs—all teachers; 2 hrs—SPED; 2 hrs—SPED.	Teachers, Admin., Coaches.	This is needed to support inquiry-based learning, active engagement and deeper levels of learning.	Technology used by students to support learning.	CASDA K. Terpening.
Sept-June	Extended Learning Program, 21 st Century Competencies.	Teachers, Admin., Coaches.	3 years	Increase student achievement.	CASDA Betsy Smith.

October 13, On-going Sept-June	Building Leadership Team, technical assistance using PLC model and using data to guide decisions.	Teachers, Admin., Coaches.	Inconsistent use of PLC's.	Faculty will use researched-based practices for Inquiry Teams.	CASDA Jennifer Bashant, Betsy Smith.
7/8/2014 Sat., 10/5/13	Summer Institutes, two, three day institutes; 5 hrs day, 4 hrs training, Teachers go to (two) 2hrs trainings Choice of 3 topics.	Teachers, Admin., Coaches.	Teachers need to engage in Summer and weekend PD to expand professional growth and skills.	Integrating Technology across the Curriculum, DDI, and Differentiated Instruction.	CASDA Tom McKee, Tech., J. Bashant, DDI, B. Smith, DI.
9/13	Job description for School Improvement Manager, K-3 Intervention Specialist, Behavior Intervention Specialist.	Admin.	Quality staff drives quality programs.	School Improvement Manager will oversee initiatives.	CASDA Rebecca Gardner.
11/13, On-going	Student Rubrics and Learning Goals.	Teachers, Admin., Coaches.	Students are not currently engaged in monitoring their own progress.	Students self-monitor and are engaged in learning.	CASDA

- iii. **Describe the schedule and plan for regularly evaluating the effects of training, support and professional development including any subsequent modifications to the plan as a result of the evaluation tying in any modification processes that may be the result of professional teacher observations/ and or the results of common students assessment data.**

The bi-weekly at risk reports examine data on the teacher level to indicate what specific support individual teachers may need to help their students to increase achievement. The Principal will monitor the progress of each teacher as a result of bi-weekly at-risk reports and schedule appropriate support and professional development to address specific weaknesses. These resources will include CASDA Faculty, the Hamilton Teaching and Learning Coach, the K-3 Intervention specialist, the Behavior intervention specialist, the LMS for inquiry-based learning strategies, and/or arrange for sub coverage with the building based floating sub so that the teacher may observe best practices.

The Principal and Dr. Jennifer Bashant of CASDA will evaluate the effectiveness of Professional Development on a quarterly basis. This will be done in conjunction with the District Office of Planning and Accountability.

Each Quarter the district releases an equity report card for Hamilton examining all measures of student achievement, discipline, and attendance by each student accountability group. This report is presented to the Board of Education. These data help to measure the impact and effectiveness of Professional Development on each grade level, and by student subgroups. In addition to the quantitative data, CASDA will use teacher surveys to teacher's perceptions.

J. Communication and Stakeholder Involvement/Engagement (4pts)

- i. Describe in detail, the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation of the SIG plan.

School-Based Leadership Team - In the corporate world, this would be similar to a Board of Directors, however, in our model it is comprised of representative stakeholders responsible for guiding and sustaining successful school transformation. The School-Based Leadership Team will be comprised of the Principal, 3 teachers, 3 parents, 1 PPS staff member, 1 support staff member and a leadership representative from each of the partner consortium members, CASDA, Hometown Health, And Child Guidance. The School-Based Leadership Team will meet **bi-weekly** and will be responsible for collaboratively making all major decisions regarding the design of Community School Model. Additionally the School-Based Leadership Team will collaboratively make hiring decisions for grant staff and have a role in interviewing candidates for positions within the school, with the ultimate hiring decision being that of the Building Principal.

Formal Communication

- **Quarterly Parent and Stakeholder Meetings** -There will be a public meeting held quarterly to update the all parents and community stakeholders;
- **Website** - Hamilton will provide SIG plan information and updates on the SCSD district website;
- **Fliers and Brochures** in several languages.

Informal Communications

- **Home -School Notebooks** (carried by each child from school to home with notes or initials from by parents daily);
- **Parent Empowerment Center**- open daily for an hour at school drop off and an hour at school pick up. This will offer an opportunity to grab a cup of coffee and talk with staff or other parents;
- **Monthly Events for Families and Students.**

K. Project Plan and Timeline (4)

- i. Identify and describe the goals and key strategies for year-one implementation period (September 1, 2013 to August 31, 2014).

8/13	Teacher Improvement Plans in place for all applicable faculty.	<ul style="list-style-type: none"> • Results of APPR; • Principal and Subject Coordinator as applicable develop TIP with teachers with ratings of D or I.
Upon funding notification	Signed MOA's with detailed timelines and deliverables.	Convene SB Leadership Team to review and finalize Partner MOA's.
9/13	Highly qualified staff are hired for all SIG funded positions.	<ul style="list-style-type: none"> • CASDA will meet with Principal and SBLT to help to finalize SIG job descriptions; • Advertise positions; Interview and selection process.
9/13	Establish Governance Structure (based on prior planning taking place March-August).	<ul style="list-style-type: none"> • SBLT begins meeting biweekly, minutes with action steps; • Quarterly meetings with all parents and community Stakeholders.
9/13	Evaluation and Data Collection Plan in place (based on prior planning taking place March-August).	<ul style="list-style-type: none"> • Convene meetings with SBLT, partners, Office of Planning and Accountability; • Implement DDI Cycle with baseline, formative and summative assessments as well as bi-weekly. At Risk Reports and Quarterly BoEd Education Equity report cards with disaggregated data; • Coordinate data tagging systems and report generation schedules.
9/13	Provide Systemic targeted PD (Embedded PD, observation of best practices, weekend PD).	<ul style="list-style-type: none"> • CASDA implement PD Plan and provide consultation as outlined in the Preliminary MOA; • PD existing Teaching and Learning Coach; • LMS – Inquiry Based Learning; • K-3 Intervention Specialist; • Behavior Intervention Specialist.
9/13-ongoing	Expand Parent Engagement.	<ul style="list-style-type: none"> • Family events; • Parent events; • Open Parent Empowerment center at 11/13 once minor remodeling is complete.
10/13-ongoing	Provide expanded learning opportunities after School, on breaks and during summer.	<ul style="list-style-type: none"> • CASDA to meet with Principal and faculty to plan programs to align with CCLC.

10/13- 1/14	Establish internal identity of Community School.	<ul style="list-style-type: none"> • Parent/Teacher visit to Harlem Childrens' Zone; • CASDA Focus Groups (parents, students, faculty, staff); Student involvement in development of logo design for Banners, poster, shirts, etc.
11/13	Complete minor remodeling for Counseling Center, Parent Empowerment Center (HRSA Funding for Hometown school-based health center).	<ul style="list-style-type: none"> • Work has been planned by Facilities Director; • Work to be done in-house on an OT basis to get it done in a timely manner; • Counseling will begin 9/1 in small existing space; • School-Based Health Center will open in January based on licensure; • Parent Empowerment Center will open in November.
12/13	Make the library and literacy the center of the school.	<ul style="list-style-type: none"> • LMS full-time as of 9/1; • Purchase library books to align w/CCLC; • Minor library furnishing purchases to make it more welcoming; • Purchase Laptops and Smart Boards for inquiry-based learning; • Purchase loaner books and bags.
3/14	Mid-course review.	CASDA SBLT with reporting to all Hamilton Parents and BoEd.
3/14	Expand community involvement.	<ul style="list-style-type: none"> • Outreach for volunteers; • Identify additional community agencies and neighborhood groups; • Engage potential funders in stakeholder meetings and volunteer opportunities.
5/14	Public Project Kickoff with parents and community members publicly announcing Hamilton's Community School Transformation.	<ul style="list-style-type: none"> • Develop publicity campaign internally and externally to shape identity.
6/14, 7/14, 8/14	Summer Professional Development.	CASDA PD (see Plan).
7/14 -8/14	Programs are year round.	<ul style="list-style-type: none"> • Summer Enrichment and Rtl Reading Programs; • SCCORE Program with Youth Bureau; • Hamilton Library open; • Counseling hours; • Parent Empowerment Center hours; • Family events;

- ii. Identify the “early wins” that will serve as early indicators of a successful SIG plan implementation and foster increased buy-in and support for the plan.

Early wins will include 1) measurable increases in students’ ELA and Math performance tracked biweekly, at-risk reports and quarterly BoEd data reports; 2) measurable decreases in monthly student discipline referrals; and 3) Teachers’ evaluations of the relevance and perceived value of Professional Development activities.

- iii. Identify the leading indicators of success that will be examined on no less than a quarterly basis. Describe how these data indicators will be collected, how and who will analyze them, and how and to whom they will be reported.

Quarterly Indicators

- Fountas and Pinnell Assessments by student subgroups;
- Math in focus assessments by subgroup;
- Attendance by subgroups;
- Discipline and suspension referrals by subgroups;
- Special Education referrals by sub groups.

Collection of Data- Data is collected on a quarterly basis by the SCSD Office of Planning and Accountability under the direction of Lori McKenna.

Analysis -. The Principal shares the data with teachers in Professional Learning Communities to gain insight and discuss strategies. Then the Principal meets with the Superintendent, the Director of Planning and Accountability, Director of Instructional Support and the Director of Student Support to discuss the plan for improvement.

- iv. Identify the goals and key strategies for year-two and year-three of implementation.

Goals for years two and three will be to:

1. Meet identified performance targets, closing achievement gaps between student subgroups;
2. Build school capacity for on-going Professional Development through developing highly skilled leaders who practice a culture of professional sharing through PLCs;
3. Build systems, structures and practices for continuous use of data through building-based PLCs;
4. Expand community involvement and volunteerism to create sustaining programs;
5. Build capacity for sustainability of wraparound services by creating funding plans including reallocation of building-level funds, insurance reimbursements for (the school-based health center and counseling services), and cultivating local foundation support (Schenectady Foundation, The Help Yourself Foundation, United Way, GE Fund among others);
6. Grow and sustain parent engagement and identification with Hamilton Community School.

III. SIG Budget

A. Budget Narrative and Budget Forms (20 pts)

The LEA/school must provide appropriate and complete required budget items identified below:

- i. An FS-10 for the year-one implementation period (September 1, 2013, to August 31, 2014).

See Attached

- ii. A complete Budget Summary Chart for the entire project period plus three years of implementation) (Attachment D).

See Attached

- iii. A Budget Narrative that identifies and explains all proposed costs for district and school-level activities for the entire project period (three years of implementation). In addition, applicants should identify all other sources of income that will support and sustain the whole-school change described in this application.

See Attached

Attachment D - (1003g) Budget Summary Chart

Agency Code	5	3	0	6	0	0	0	0	1	0	0	0
Agency Name												
Year 1 Implementation Period (September 1, 2013 - August 31, 2014)												
Categories	Code	Costs										
Professional Salaries	15	\$ 432,697										
Support Staff Salaries	16	\$ 86,611										
Purchased Services	40	\$ 691,300										
Supplies and Materials	45	\$ 527,652										
Travel Expenses	46	\$ 57,040										
Employee Benefits	80	\$ 167,825										
Indirect Cost (IC)	90	\$ 29,075										
BOCES Service	49	\$ 0										
Minor Remodeling	30	\$ 7,800										
Total		\$2,000,000										
Year 2 Implementation Period (September 1, 2014 - August 31, 2015 – for Turnaround, Restart, and Transformation models only)												
Categories	Code	Costs										
Professional Salaries	15	\$ 441,518										
Support Staff Salaries	16	\$ 86,603										
Purchased Services	40	\$ 586,022										
Supplies and Materials	45	\$ 143,546										
Travel Expenses	46	\$ 43,040										
Employee Benefits	80	\$ 177,703										
Indirect Cost (IC)	90	\$ 21,568										
BOCES Service	49	\$ 0										
Minor Remodeling	30	\$ 0										
Total		\$1,500,000										
Year 3 Implementation Period (September 1, 2015 - August 31, 2016 – for Turnaround, Restart, and Transformation models only)												
Categories	Code	Costs										
Professional Salaries	15	\$ 310,652										
Support Staff Salaries	16	\$ 82,665										
Purchased Services	40	\$ 393,972										
Supplies and Materials	45	\$ 31,173										
Travel Expenses	46	\$ 38,240										
Employee Benefits	80	\$ 128,669										
Indirect Cost (IC)	90	\$ 14,629										
BOCES Service	49	\$ 0										
Minor Remodeling	30	\$ 0										
Total		\$ 1,000,000										

Total Project Period (September 1, 2013 - August 31, 2016 for Turnaround, Restart, and Transformation OR September 1, 2013 – August 31, 2014 for Closure models)		
Categories	Code	Costs
Professional Salaries	15	\$1,184,867
Support Staff Salaries	16	\$ 255,879
Purchased Services	40	\$1,671,294
Supplies and Materials	45	\$ 702,371
Travel Expenses	46	\$ 138,320
Employee Benefits	80	\$ 474,199
Indirect Cost (IC)	90	\$ 65,272
BOCES Service	49	\$ 0
Minor Remodeling	30	\$ 7,800
Total Project Budget		\$4,500,000

Local Agency Information

Funding Source: School Improvement Grant – Hamilton Elementary

Report Prepared By: Lori McKenna

Agency Name: Schenectady City School District, Office of Planning and Accountability

Mailing Address: 1252 Albany Street
 Street
Schenectady New York 12304
 City State Zip Code

Telephone #: (518) 881-3405 County: Schenectady

E-Mail Address: mckennal@schenectady.k12.ny.us

Project Operation Dates: 9 / 1 / 2013 8 / 31 / 2014
 Start End

INSTRUCTIONS

- ❖ Submit the original 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 the Grants Finance.
- ❖ Enter whole dollar amounts only.
- ❖ Prior approval by means of an approved budget (FS-10) or budget amendment (FS-10-A) is required for:
 - Personnel positions, number and type
 - Beginning with the 2005-06 budgets, equipment items having a unit value of \$5,000 or more, number and type
 - Budgets for 2004-05 and earlier years equipment items having a unit value of \$1,000 or more, number and type
 - Minor remodeling
 - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or \$1,000, whichever is greater
 - Any increase in the total budget amount.
- ❖ Certification on page 8 must be signed by Chief Administrative Officer or designee.
- ❖ High quality computer generated reproductions of this form may be used.
- ❖ For changes in agency or payee address contact the State Education Department office indicated on the application instructions for the grant program for which you are applying.
- ❖ For further information on budgeting, please refer to the Fiscal Guidelines for Federal and State Aided Grants which may be accessed at www.oms.nysed.gov/cafe/ or call Grants Finance at (518) 474-4815.

SALARIES FOR PROFESSIONAL STAFF: Code 15

Include only staff that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff that are considered to be indirect costs, e.g., business office staff. One full-time equivalent (FTE) equals one person working an entire week each week of the project. Express partial FTE's in decimals, e.g., a teacher working one day per week equals .2 FTE.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
School Implementation Manager	1 (TBD)	\$84,200	\$84,200
K-3 Instructional Intervention Specialist	1 (TBD)	\$53,675	\$53,675
LMS for Inquiry Based Learning PD	0.5 (TBD)	\$76,354	\$38,177
Extended Day Enrichment Support	10	\$10,880	\$108,800
Summer Enrichment Support	5	\$3,616	\$18,080
Summer Reading Skills Program	5	\$1,056	\$5,280
Summer Library Hours	1	\$1,584	\$1,584
SCCORE Teachers	4	\$4,800	\$19,200
PD Stipends	37	\$804	\$29,748
Learning Camp (Break Period)	6	\$792	\$4,752
Behavior Intervention Specialist	.5	\$51,600	\$25,800
Perm Float Sub Supporting PD	1	\$43,401	\$43,401
Subtotal - Code 15			\$432,697

SALARIES FOR SUPPORT STAFF: Code 16

Include salaries for teacher aides, secretarial and clerical assistance, and for personnel in pupil transportation and building operation and maintenance. Do not include central administrative staff that are considered to be indirect costs, e.g., account clerks.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Extended Day Enrichment Support	10	\$4,080	\$40,800
Summer Enrichment Support	11	\$1,440	\$15,840
Break Camp Para Support	2	\$360	\$720
Para Professional Training Support	10	\$150	\$1,500
Program Secretary	.50	\$34,501	\$17,251
Nurse Ext. Day, Summer & Field	1	\$10,500	\$10,500
Subtotal - Code 16			\$86,611

PURCHASED SERVICES: Code 40

Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Educational Support Plan & PD	290 (CASDA)	\$1,000	\$290,000
School-Based Health Center Plan/Prep	1 (Hometown Health)	\$50,000	\$50,000
Mental Health Center Planning & Dev.	1 (Child Guidance)	\$123,600	\$123,600
Parent Outreach & Translation Consult	550 (TBD)	\$50	\$27,500
District Level Initiative	1 (Institute for Learning)	\$190,000	\$190,000
Educational Field Trip Admissions	500	\$12	\$6,000
Printing	1 (Banners, Posters, etc.)	\$3,000	\$3,000
Program Staff Cell Phones/Behavior Intervention Specialist	3	\$400	\$1,200
Subtotal - Code 40			\$691,300

SUPPLIES AND MATERIALS: Code 45

Beginning with the 2005-06 year include computer software, library books and equipment items under \$5,000 per unit.

For earlier years include computer software, library books and equipment items under 1,000 per unit.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
Office Supplies/Postage	1	\$1,460	\$1,460
Books to support Inst. shifts	1,325	\$29.75	\$39,419
Classroom Instructional Enhancements	19	\$2,850	\$54,150
Break Period Enhancement	6	\$100	\$600
Extended Day Enrichment Supplies	34	\$400	\$13,600
Summer Enrichment Supplies	4	\$800	\$3,200
Laptops	360	\$725	\$261,000
Mobile Laptop Carts (30 Unit)	12	\$2,779	\$33,348
Printers/Peripherals	12	\$500	\$6,000
Smart Boards	20	\$3,500	\$70,000
Library Furnishings	8	\$600	\$4,800
Parent Empowerment Center Furnishings	4	\$600	\$2,400
Counseling Center Furnishings	4	\$475	\$1,900

SUPPLIES AND MATERIALS (CONTINUED)

Description of Item	Quantity	Unit Cost	Proposed Expenditure
Parent Empowerment Materials	1	\$1,825	\$1,825
Take Home Loaner Books & Literacy Materials	300	\$35	\$10,500
Take Home Loaner Bags	300	\$750	\$2,250
Family Event Supplies	10	\$275	\$2,750
Program Staff Computers	4	\$1,200	\$4,800
Hamilton Community School T-Shirts or Sweatshirts	500	\$20	\$10,000
Industrial Washer/Dryer	2	\$1,825	\$3,650
Subtotal - Code 45			\$527,652

TRAVEL EXPENSES: Code 46

Include pupil transportation, conference costs and travel of staff between instructional sites. Specify agency approved mileage rate for travel by personal car or school-owned vehicle.

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Buses for After School Enrichment	136	\$160 x 136 (Trans Home)	\$21,760
Buses for Summer Enrichment/Reading	24	\$320 x 24 (Trans Home)	\$7,680
Student & Family	20	\$500 x 20 (Enrichment Field Trips)	\$10,000
Conferences – National Community Schools	2	\$2,000 x 2 (Principal, Manager)	\$4,000
Conferences State & Regional	8	\$450 x 8 (Teacher, Principal, Manager)	\$3,600
Parent & Teacher	40	\$250 x 40 (Visit to Harlem Child Zone)	\$10,000
Subtotal - Code 46			\$57,040

EMPLOYEE BENEFITS: Code 80

Rates used for project personnel must be the same as those used for other agency personnel.

Benefit		Proposed Expenditure
Social Security		
Retirement	New York State Teachers	\$36,806
	New York State Employees	\$46,711
	Other	\$13,744
Health Insurance		\$58,861
Worker's Compensation		\$3,464
Unemployment Insurance		\$1,817
Other (Identify)		\$6,422
Subtotal – Code 80		\$167,825

INDIRECT COST: Code 90

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)

\$	1,384,524.70	(A)
----	--------------	-----

B. Approved Restricted Indirect Cost Rate

2.1%	(B)
------	-----

C. (A) x (B) = Total Indirect Cost

Subtotal – Code 90

\$	29,075	(C)
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PURCHASED SERVICES WITH BOCES:

Code 49

Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
Subtotal – Code 49			\$0

MINOR REMODELING: Code 30

Allowable costs include salaries, associated employee benefits, purchased services, and supplies and materials related to alterations to existing sites.

Description of Work To be Performed	Calculation of Cost	Proposed Expenditure
Minor Remodeling Counseling Center	1 x \$7,800	\$7,800
Subtotal – Code 30		\$7,800

EQUIPMENT: Code 20

Beginning with the 2005-06 year all equipment to be purchased in support of this project with a unit cost of \$5,000 or more should be itemized in this category. Equipment items under \$5,000 should be budgeted under Supplies and Materials, Code 45. Repairs of equipment should be budgeted under Purchased Services, Code 40.

For earlier years the threshold for reporting equipment purchases was \$1,000 or more. Equipment items under \$1,000 should be budgeted under Supplies and Materials.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
		Subtotal – Code 20	\$0

HELPFUL REMINDERS

- ❖ Check for the required number of copies to be submitted, including the number of original signature copies. The number of copies may vary from program to program. If unsure, contact the State Education Department office responsible for the program for which you are applying.
- ❖ An approved copy of the FS-10 will be returned to the contact person at the address completed on page 1. A window envelope will be used for the return mailing; please make sure that the contact information is accurate, legible, and confined to the address field.
- ❖ Be sure to check your math and carry all subtotals forward to the Summary on Page 8. Simple mathematical errors often require Grants Finance to contact both the local agency and other State Education Department offices, resulting in unnecessary delays in program approval. And remember, use whole dollars only.
- ❖ School districts and BOCES should use the restricted indirect cost rate that has been approved for the school year in which the grant will operate. Most other agencies are subject to a fixed maximum rate depending on the grant program and type of agency. Contact Grants Finance at (518) 474-4815 if you have any questions regarding indirect costs.
- ❖ The modified direct cost used in the calculation of indirect cost must exclude equipment, minor remodeling, the portion of each subcontract exceeding \$25,000 and any flow through funds.
- ❖ Be sure to complete the Agency Code on Page 8 as well as the Project #, if pre-assigned.
- ❖ For Special Legislative projects and Grant Contracts, please enter the Contract #.
- ❖ For ease of data entry at the State Education Department, please make sure that Page 8 faces out.
- ❖ Submit forms to the State Education Department as follows:

Application, FS-10, FS-10-A – Program Office

FS-25, FS-10-F for **Special Legislative Projects** –
Special Legislative Projects Coordinating Team
New York State Education Department
Floor 2M Education Building
Albany, New York 12234

FS-25, FS-10-F for other projects –
Grants Finance
New York State Education Department
Room 510W Education Building
Albany, New York 12234

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$432,697
Support Staff Salaries	16	\$86,611
Purchased Services	40	\$691,300
Supplies and Materials	45	\$527,652
Travel Expenses	46	\$57,040
Employee Benefits	80	\$167,825
Indirect Cost	90	\$29,075
BOCES Services	49	\$0
Minor Remodeling	30	\$7,800
Equipment	20	\$0
Grand Total		\$2,000,000

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.

Date: 6/5/13 Signature: 

Laurence T. Spring, Superintendent, Schenectady City Schools
Name and Title of Chief Administrative Officer

Agency Code:

Project #:

Contract #:

Federal Employer ID #:

(New non-municipal agencies only)

Agency Name:

FOR DEPARTMENT USE ONLY

Funding Dates: 9 / 1 / 2013 8 / 31 / 2014
From _____ To _____

Program Approval: _____ Date: _____

<u>Fiscal Year</u>	<u>Amount Budgeted</u>	<u>First Payment</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Finance:

Voucher # First Payment

Log Approved MIR

Attachment D - (1003g) Budget Summary Chart

Agency Code	5	3	0	6	0	0	0	0	1	0	0	0
Agency Name												
Year 1 Implementation Period (September 1, 2013 - August 31, 2014)												
Categories	Code	Costs										
Professional Salaries	15	\$ 432,697										
Support Staff Salaries	16	\$ 86,611										
Purchased Services	40	\$ 691,300										
Supplies and Materials	45	\$ 527,652										
Travel Expenses	46	\$ 57,040										
Employee Benefits	80	\$ 167,825										
Indirect Cost (IC)	90	\$ 29,075										
BOCES Service	49	\$ 0										
Minor Remodeling	30	\$ 7,800										
Total		\$2,000,000										
Year 2 Implementation Period (September 1, 2014 - August 31, 2015 – for Turnaround, Restart, and Transformation models only)												
Categories	Code	Costs										
Professional Salaries	15	\$ 441,518										
Support Staff Salaries	16	\$ 86,603										
Purchased Services	40	\$ 586,022										
Supplies and Materials	45	\$ 143,546										
Travel Expenses	46	\$ 43,040										
Employee Benefits	80	\$ 177,703										
Indirect Cost (IC)	90	\$ 21,568										
BOCES Service	49	\$ 0										
Minor Remodeling	30	\$ 0										
Total		\$1,500,000										
Year 3 Implementation Period (September 1, 2015 - August 31, 2016 – for Turnaround, Restart, and Transformation models only)												
Categories	Code	Costs										
Professional Salaries	15	\$ 310,652										
Support Staff Salaries	16	\$ 82,665										
Purchased Services	40	\$ 393,972										
Supplies and Materials	45	\$ 31,173										
Travel Expenses	46	\$ 38,240										
Employee Benefits	80	\$ 128,669										
Indirect Cost (IC)	90	\$ 14,629										
BOCES Service	49	\$ 0										
Minor Remodeling	30	\$ 0										
Total		\$ 1,000,000										

Total Project Period (September 1, 2013 - August 31, 2016 for Turnaround, Restart, and Transformation OR September 1, 2013 – August 31, 2014 for Closure models)		
Categories	Code	Costs
Professional Salaries	15	\$1,184,867
Support Staff Salaries	16	\$ 255,879
Purchased Services	40	\$1,671,294
Supplies and Materials	45	\$ 702,371
Travel Expenses	46	\$ 138,320
Employee Benefits	80	\$ 474,199
Indirect Cost (IC)	90	\$ 65,272
BOCES Service	49	\$ 0
Minor Remodeling	30	\$ 7,800
Total Project Budget		\$4,500,000

Schenectady City School District - Hamilton Elementary School
School Improvement Grant

Budget Narrative

Budget Categories	Year 1 9/1/13-8/31/14	Year 2 9/1/14-8/31/15	Year 3 9/1/15-8/31/16	
1. Professional Staff : Code 150				
School Implementation Manager	1 (TBD)	1 (TBD)	1 (TBD)	\$87,606
K-3 Instructional Intervention Specialist	1 (TBD)	1 (TBD)		
LMS for Inquiry Based Learning PD	0.5 (TBD - \$76,354)	.5 (TBD - \$77,881)		
	10 (\$10,880) (week = 4 days x 2 hrs x \$33 + 2 hrs planning x \$28 = \$320 teacher/wk. \$320x34 wks = \$10,880)	10 (\$10,880) (week = 4 days x 2 hrs x \$33 + 2 hrs planning x \$28 = \$320 per teacher per week. \$320 x 34 wks = \$10,880)	10 (\$10,880) (week = 4 days x 2 hrs x \$33 + 2 hrs planning x \$28 = \$320 per teacher per week. \$320 x 34 wks = \$10,880)	\$108,800
Extended Day Enrichment Support	5 (\$3,616) (Summer= 4 days x 6 hrs x \$33 + 4 hrs planning x \$28 = \$904 x 4 wks = \$3,616)	5 (\$3,616) (Summer= 4 days x 6 hrs x \$33 + 4 hrs planning x \$28 = \$904 x 4 wks = \$3,616)	5 (\$3,616) (Summer= 4 days x 6 hrs x \$33 + 4 hrs planning x \$28 = \$904 x 4 wks = \$3,616)	\$18,080
Summer Enrichment Support	5 (\$1,056) (4 days x 2 hrs x 4 wks x \$33)	5 (\$1,056) (4 days x 2 hrs x 4 wks x \$33)	5 (\$1,056) (4 days x 2 hrs x 4 wks x \$33)	\$5,280
Summer Reading Skills Program	1 (\$1,584) (4 days x 3 hrs x 4 wks x \$33)	1 (\$1,584) (4 days x 3 hrs x 4 wks x \$33)	1 (\$1,584) (4 days x 3 hrs x 4 wks x \$33)	\$1,584
Summer Library Hours	4 (\$4,800) (Summer = 5 days x 4 hrs x \$33 + 5 hrs planning x \$28 = \$800 x 6 wks = \$4,800)	4 (\$4,800) (Summer = 5 days x 4 hrs x \$33 + 5 hrs planning x \$28 = \$800 x 6 wks = \$4,800)	3 (\$4,800) (Summer = 5 days x 4 hrs x \$33 + 5 hrs planning x \$28 = \$800 x 6 wks = \$4,800)	\$14,400
SCCORE Teachers	37 (\$804) (\$28x30h = \$804)	37 (\$804) (\$28x30h = \$804)	37 (\$804) (\$28x30h = \$804)	\$29,748
PD Stipends	6 (792) (4 hrs x 6 days x \$33)	6 (792) (4 hrs x 6 days x \$33)		
Learning Camp (Break Period)				
Behavior Intervention Specialist	.5 (\$51,600)	1 (TBD, \$52,364)		
Perm Float Sub Supporting PD	1 (\$43,401)	.5 (TBD, \$44,269)	1 (\$45,154)	\$45,154
SUBTOTAL - CODE 150				\$310,652

PROFESSIONAL STAFF Narrative
PLEASE SEE ATTACHED.

	Year 1 9/1/13-8/31/14	Year 2 9/1/14-8/31/15	Year 3 9/1/15-8/31/16
2. Support Staff : Code 160			
Extended Day Enrichment Support	10 (8 hrs/wk x \$15 = \$120 x 34 wks = \$4,080)	10 (8 hrs/wk x \$15 = \$120 x 34 wks = \$4,080)	10 (8 hrs/wk x \$15 = \$120 x 34 wks = \$4,080)
Summer Enrichment Support	11 (24 hrs/wk x \$15/hr = \$360 x 4 wks = \$1,440)	10 (24 hrs/wk x \$15/hr = \$360 x 4 wks = \$1,440)	10 (24 hrs/wk x \$15/hr = \$360 x 4 wks = \$1,440)
Break Camp Para Support	2 (4 hrs x 6 days x \$15 = \$360)	5 (4 hrs x 6 days x \$15 = \$360)	
Para Professional Training Support	10 (\$15 x 10 hrs = \$150)	10 (\$15 x 10 hrs = \$150)	
Program Secretary	.50 (\$34,501)	.50 (\$35,206)	.50 (\$35,929)
Nurse Ext. Day, Summer & Field	1 (420 hrs x \$25)	1 (420 hrs x \$25)	1 (380 hrs x \$25)
SUBTOTAL - CODE 160	\$86,611	\$86,603	\$82,665

SUPPORT STAFF NARRATIVE:
PLEASE SEE ATTACHED.

Budget Categories	Year 1 9/1/13-8/31/14	Year 2 9/1/14-8/31/15	Year 3 9/1/15-8/31/16
3. Employee Benefits : Code 800			
Social Security	NYS Teachers \$36,806 NYS Employees \$46,711	NYS Teachers \$40,401 NYS Employees \$52,276	NYS Teachers \$30,088 NYS Employees \$36,781
Retirement	Other \$13,744	Other \$13,541	Other \$13,608
Health Insurance	\$58,861	\$58,861	\$38,823
Other (Identity)/ Medicare	\$6,422	\$6,783	\$5,302
Worker's Compensation	\$3,464	\$3,817	\$2,842
Unemployment Insurance	\$1,817	\$2,024	\$1,225
SUBTOTAL - CODE 800	\$167,825	\$177,703	\$128,669

EMPLOYEE BENEFITS Narrative *Employee benefits are based on SCSD actual costs.*

Budget Categories	Year 1		Year 2		Year 3	
	9/1/13-8/31/14	9/1/14-8/31/15	9/1/15-8/31/16			
4. Purchased Services : Code 400						
Educational Suppt Plan & PD	290 (CASDA, \$1,000) 1 (Hometown Health, \$50,000)	220 (CASDA, \$1,000) 1 (Hometown Health, \$50,000)	140 (CASDA, \$1,000)	\$290,000	\$220,000	\$140,000
School-Based Health Center Plan/Prep	1 (Child Guidance, \$123,600)	1 (Child Guidance, \$126,072)	1 (Child Guidance, \$126,072)	\$50,000	\$50,000	\$126,072
Mental Health Ctr Planning & Dev.	550 (TBD, \$50)	550 (TBD, \$50)	450 (TBD, \$50)	\$123,600	\$126,072	\$126,072
Parent Outreach & Translation Consult	1 (Institute for Learning, \$190,000)	1 (Institute for Learning, \$150,000)	1 (Institute for Learning, \$100,000)	\$27,500	\$27,500	\$22,500
District Level Initiative	500 (\$12)	500 (\$12)	250 (\$12)	\$190,000	\$150,000	\$100,000
Educational Field Trip Admissions	1 (Banners, Posters, etc)	1 (Banners, Posters, etc)		\$6,000	\$6,000	\$3,000
Printing	3 (\$400)			\$3,000	\$2,450	
Program Staff Cell Phones/Behavior Intervention Specialist				\$1,200		
Enrichment Activities - traveling to museums, etc.)		14 (\$200)	8 (\$200)		\$2,800	\$1,600
Cell Phone Program Staff		3 (\$400)	2 (\$400)		\$1,200	\$800
SUBTOTAL - CODE 400				\$691,300	\$586,022	\$393,972
PURCHASED SERVICES						
NARRATIVE:						
PLEASE SEE ATTACHED.						
	Year 1	Year 2	Year 3			
Budget Categories	9/1/13-8/31/14	9/1/14-8/31/15	9/1/15-8/31/16			
5. Travel : Code 460						
Buses for After School Enrichment	136 (\$160, Trans Home)	136 (\$160, Trans Home)	136 (\$160, Trans Home)	\$21,760	\$21,760	\$21,760
Buses for Summer Enrichment/Reading	24 (\$320, Trans Home)	24 (\$320, Trans Home)	24 (\$320, Trans Home)	\$7,680	\$7,680	\$7,680
Student and Family	20 (\$500, Enrichment Field Trips	12 (\$500, Enrichment Field Trips	6 (\$500, Enrichment Field Trips	\$10,000	\$6,000	\$3,000
Conferences - National Community Schools	2 (\$2,000, Principal, Manager)	2 (\$2,000, Principal, Manager)	2 (\$2,000, Principal, Manager)	\$4,000	\$4,000	\$4,000
Conference State & Regional	8 (\$450, Teach, Princ. Manager)	8 (\$450, Teach, Princ. Manager)	4 (\$450, Teach, Princ. Manager)	\$3,600	\$3,600	\$1,800
Parent and Teacher	40 (\$250, Visit to Harlem Child Zone)			\$10,000		
SUBTOTAL - CODE 460				\$57,040	\$43,040	\$38,240
TRAVEL NARRATIVE:						
PLEASE SEE ATTACHED.						

	Year 1 9/1/13-8/31/14	Year 2 9/1/14-8/31/15	Year 3 9/1/15-8/31/16
Budget Categories			
6. Equipment : Code 200			
SUBTOTAL - CODE 200	\$0	\$0	\$0
EQUIPMENT Narrative			
Budget Categories	Year 1 9/1/13-8/31/14	Year 2 9/1/14-8/31/15	Year 3 9/1/15-8/31/16
7. Supplies and Materials : Code 450			
Office Supplies & Postage	1 \$1,460	1 \$1,115	\$590
Books to support Inst. Shifts	1,325 (\$29.75) \$39,419	1,000 (\$29.75) \$29,750	250 (\$29.75) \$7,438
Classroom Instructional Enhancements	19 (\$2,850) \$54,150	19 (\$1,750) \$33,250	19 (\$225) \$4,275
Break Period Enhancement	6 (\$100) \$600	6 (\$100) \$600	
Extended Day Enrichment Supplies	34 (\$400) \$13,600	34 (\$400) \$13,600	34 (\$275) \$9,350
Summer Enrichment Supplies	4 (\$800) \$3,200	4 (\$800) \$3,200	4 (\$400) \$1,600
Laptops	360 (\$725) \$261,000		
Mobile Laptop Carts (30 unit)	12 (\$2,779) \$33,348		
Printers/Peripherals	12 (\$500) \$6,000		
Smart Boards	20 (\$3,500) \$70,000		
Library Furnishings	8 (\$600) \$4,800		
Parent Empowerment Center Furnishings	4 (\$600) \$2,400		
Counseling Center Furnishings	4 (\$475) \$1,900		
Parent Empowerment Materials	1 (\$1,825) \$1,825		
Take Home Loaner Books & Literacy Materials	300 (\$35) \$10,500		
Take Home Loaner Bags	300 (\$7.50) \$2,250		
Family Event Supplies	10 (\$275) \$2,750	10 (\$250) \$2,500	10 (\$275) \$2,750

Program Staff Computers	4 (\$1,200)	\$4,800					
Hamilton Community School T-shirts, or sweatshirts	500 (\$20) 2 (\$1,825-many children come to school with dirty clothes & lice)	\$10,000	250 (\$20)	\$5,000	200 (\$20)		\$4,000
Industrial Washer/Dryer		\$3,650					
Magazine Subscriptions for Library			70 (\$45)	\$3,150	26 (\$45)		\$1,170
Loaner E-Tablets for Students			125 (\$399, w/hard cases & keyboards)	\$49,875			
Locked Cabinets for E-Tablets			1 (\$450)	\$450			
Tracking Software for E-Tablets			125 (\$8.45)	\$1,056			
SUBTOTAL - CODE 450		\$527,652		\$143,546			\$31,173

SUPPLIES AND MATERIALS
NARRATIVE: PLEASE SEE ATTACHMENT.

	Minor Remodeling Counseling Center and Parent Empowerment Center. Remodeling of the School Based Health Center will be funded from a federal HRSA grant obtained by Hometown Health.	\$7,800		\$0			\$0
8. Construction : Code 300							
9. Other		\$0		\$0			\$0
10. Direct Costs (1-7)		\$1,963,125		\$1,478,432			\$985,370
11. Indirect Costs (900) At 2.1%		\$1,384,524.70 X 2.1%	\$29,075	\$1,027,060 X 2.1%	\$21,568	\$696,599.74 X 2.1%	\$14,629
12. Training Stipends		\$0		\$0			\$0
13. Total Costs (Sum 10-12)		\$2,000,000		\$1,500,000			\$999,999

Budget Narrative by FS-10 Category

PROFESSIONAL STAFF NARRATIVE:

NOTE: All salaries are based on the current Schenectady Federation of Teachers Union Contract.

- The School Implementation Manager is necessary to provide administrative support to the Principal in implementing the SIG Grant in all three program years so that the School Principal may focus on being the educational leader of the school.
- A K-3 Instructional Intervention Specialist is needed in the first two program years to provide embedded Professional Development to teachers so that they may learn how to effectively use learning centers and various ELA and Math interventions. This will allow teachers to learn the skills and strategies necessary to help all students to perform at or above grade level in Reading and Math by the end of 3rd Grade.
- As improving literacy is essential to the School Improvement Plan, we plan on expanding the .50 FTE Library Media Specialist to full time for the first two program years to provide embedded Professional Development to upper grade teachers (Grades 4-6). Ms. Donna Phillips is a National Board Certified Library Media Specialist and she will focus on providing embedded Professional Development to teachers focused on inquiry-based learning, project-based learning and effective technology integration. This Professional Development will allow teachers to prepare students to develop 21st Century skills and competencies.
- A .50 FTE Behavior Intervention Specialist is needed for the first two program years to provide embedded Professional Development to teachers of students in Grades K-6 so that they may develop effective classroom communication and management techniques so that students miss less class time due to discipline referrals.
- A permanent Building-Based Floating Sub is needed for all three program years to support teacher professional development. This will allow time for CASDA faculty to work directly with teachers after classroom observations. The permanent floating sub will provide continuity of student instruction while teachers observe best classroom practices in the building, across the district or in highly effective classrooms throughout the Capital Region. If teachers are to change practice, they must be exposed to new strategies and pedagogical methods.
- Professional Development Stipends are needed for summer and weekend professional development institutes to be offered by CASDA, our primary educational partner.
- Extended Day and School Break Enrichment will provide expanded learning opportunities for students will the greatest achievement gaps. NYS Certified Teachers from this building will provide instruction and tutoring. Summer Enrichment, Reading Skills Programs

and Expanded Summer Library hours will offer engaging programs for students entering Grades 1-4 to prevent summer learning loss and to accelerate learning for students with significant achievement gaps.

- The SCCORE Program (Schenectady City and County Outreach and Education Program) is a city-wide partnership with the Schenectady County Youth Bureau. The Summer SCCORE Program teachers will work with Hamilton students in 5, 6 and transitioning to Grade 7 to prevent summer learning loss in reading and to accelerate reading skills where significant gaps exist that will allow students to be prepared for middle school.

SUPPORT STAFF NARRATIVE:

All salaries are based on the current Schenectady Paraprofessionals Union Contract.

- Paraprofessionals are needed to support the teachers in supervising children in the after school, break period and summer enrichment programs.
- Nurses are required to staff programs for expanded program hours for students with special medical needs including Diabetes, severe allergies and other conditions.
- Para Professionals require professional development so that they can be effective partners in the Hamilton School Transformation model.
- A .50 FTE Program Secretary is needed for all three years to support record keeping, accounts payable, correspondence and other support for the program staff.

PURCHASED SERVICES NARRATIVE:

Purchased Services have been planned to support the transformation of Hamilton into a highly successful community school.

- CASDA will serve as the primary educational partner providing professional development and educational consultation to guide the development of a community school.
- Hometown Health has received a HRSA infrastructure start-up grant for necessary remodeling and equipment purchases to establish a school-based health center at Hamilton. The HRSA grant does not however fund any staff. SIG Grant funds will be used to support a part-time Hometown Health Nurse Practitioner until the Center is able to establish a self-sustaining program funded through insurance and Medicaid reimbursement.

- The Principal, faculty and parents have expressed a significant need for expanded counseling and mental health services. SIG Grant funds will be used to support a full time, year round mental health clinician from the Child Guidance Center until the Child Guidance is able to establish a self sustaining program funded through insurance and Medicaid reimbursement.
- Parent outreach will be a critical part of the development of the Hamilton Community School. Funds are needed to pay community members to serve as Parent Outreach Ambassadors on a contractual basis.
- **The district plans to set aside 10% of the SIG grant as the statute allows, to contract with the Institute for Learning for Curriculum Development and Professional Development in the Common Core.**
- Many students and families have little experience outside of the immediate Mont Pleasant/Hamilton Hill neighborhoods. We have budgeted funds for educational field trips for students and families as well as traveling museums, educational and arts performances as part of the regularly scheduled family events.
- Signage is planned to create a positive identity for the newly formed Hamilton Community School. The printing of banners, fliers and posters is planned to help create the sense of school identity.
- It is important to maintain communication between key program staff and the School Principal at all times. It is necessary to fund cell phones for the School Implementation Manager, the Floating Sub and the Behavior Intervention Specialist.

TRAVEL NARRATIVE:

- In the beginning of the first program year, we plan on chartering a bus and taking a group of parents, staff and community partners to visit the Harlem Children's Zone. This will allow stakeholders to see an effective program in action and get ideas for the Hamilton Community School.
- Buses are needed to transport students home from Extended Day Enrichment Programs and to and from Summer Enrichment Programs.
- Many students and families have limited experience beyond their immediate neighborhood. In order to create a vision for higher education, it is important to take students and their parents on college field trips as well as to museums and cultural centers.
- Sharing ideas will help to strengthen the educational program at Hamilton. Professional Development for teachers and building leaders will be expanded by attending state, regional and national educational conferences.

SUPPLIES AND MATERIALS NARRATIVE:

The supplies and materials listed are necessary to support the transformation of Hamilton School into a Community School and raise achievement for all students. Supplies will be purchased to support a culture of literacy, a sense of belonging and pride in the school on the part of students and parents, and greater parental involvement in their children's education.

- Office Supplies and postage are needed for all three years as part of the strategy to reach out to parents, many of whom do not have working telephones.
- Computers will be needed so that SIG Program Staff (School Turnaround Coordinator, Secretary, Behavior Specialist, K-3 Specialist) may carryout their program related responsibilities. Supplies and materials are needed to support theme-based Academic Enrichment Programs held after school, during break periods and summers. Teachers will work closely with CASDA Faculty in developing the content for each enrichment program so that they align with the Common Core. Specific supplies and materials will be driven by the program design.
- The Hamilton library needs a significant investment in books to support the instructional shifts aligned with the Common Core. The library also needs books that are more reflective of the present highly diverse student body. Purchases are planned each year to support both the development of district level curriculum and school-based inquiry-based learning projects. Magazine subscriptions are planned to increase students' access to high interest materials to engage even reluctant readers.
- Every classroom needs Instructional Enhancements to support student achievement. Classrooms should be vibrant places with educationally-rich maps, charts and diagrams for visual learners. K-3 Classrooms should have materials to support literacy and learning centers. Upper grade classrooms should have materials for inquiry-based learning.
- All classrooms should have supplementary literacy and math interventions to help students to accelerate learning so that they do not fall behind their peers.
- We are planning to purchase 12 mobile laptop carts with 30 computers each, as well as printers and peripherals so that students may work on inquiry-based projects in the classroom and collaborate between classrooms. Smart Boards are needed for each classroom and in the library so that lessons can be more dynamic and engaging. It is difficult for students to acquire 21st Century skills and competencies if teaching methods and resources remain in century long past. The expansion of the Library Media Specialist to full-time will allow her to provide embedded Professional Development to teachers so that these valuable technology resources truly transform education.

- Loaner E-Tablets will be a cost effective way for students to have access to free books and magazines through the Mohawk Valley Library Association. The Loaner E-Tablets will also allow students to catch up on work that has been missed due to an absence or to work on projects from home.
- The way that a school looks conveys a great deal to the students; a welcoming space conveys that they are valued. Expanded shelving and creating comfortable reading areas in the library will make the library a welcoming place where students will enjoy coming to read, conduct research and borrow books.
- We will create a Parent Empowerment Center at Hamilton that will require comfortable commercial grade seating, bookshelves and a table. Additionally, the Parent Empowerment Center will require supplies including books on parenting educational toys, finding games for younger children.
- The Hamilton-Based Counseling Center will require a desk and chair, a table and comfortable commercial grade seating for both counseling areas and a waiting area.
- We plan on creating a loaner literacy bag program targeted to each reading level and developmental stage. These Loaner Literacy Bags will include leveled readers, parent guides and letter or word manipulative games as appropriate.
- Family engagement is an essential component of the Hamilton School transformation. Funding is needed to support family educational family engagement events throughout the year program year.
- Enhancing a sense of belonging is also of critical importance in the Hamilton School transformation. We plan on buying T-shirts or sweatshirts for students to wear for weekly Hamilton Pride Days.
- Staff identified a need for a large industrial washing machine and dryer for the school. It is a common problem for children to come to school in very dirty clothes or with active cases of lice. The washing machine and dryer will allow teachers and the School Nurse to give students clean donated clothing as well as clean the clothes that they came to school in.

Hamilton School Improvement Grant Plan at a Glance *Transforming Hamilton into a Community School*

Transforming Hamilton into a high performing school will be built upon the following foundations: 1) high quality continuous professional development; 2) educational and community partnership; 3) extended time for student tutoring and enrichment; 4) improvements to the learning environment; 5) increased access to high quality literacy materials aligned with the common core curriculum and 6) enhanced parent engagement and sense of school community.

Michelle VanDerLinden is the Principal and educational leader driving the transformation to a community school. A full time School Implementation Manager will be hired and will serve as a second administrator in the building. This person will support Ms. VanDerLinden by managing the grant program initiative. A .50 FTE secretary will support the School Implementation Manager and also serve as a welcoming presence in the Parent Empowerment Center. Expert faculty from the Capital Area School Development Association (CASDA) will serve as the Lead Educational Partner providing consultation and support throughout the process.

Sustainability will be achieved by:

- Planning to use building based funds for proven strategies and re-prioritizing funding.
- Involving local funder in the implementation process early on. The District has already developed relationships with the Schenectady Foundation, The Help Yourself Foundation, United Way of the Capital District and the GE Fund.
- Seeking additional support through other grants.

Professional Development

Year 1	Year 2	Year 3
<p style="text-align: center;">CASDA Professional Development/Consulting</p> <ul style="list-style-type: none"> • Common Core Learning Standards • Professional Learning Communities • Formative & summative assessment • Data analysis and decision making • Data informed interventions • Technology integrated instruction • Leadership consultation and support <p style="text-align: right;">\$290,000</p>	<p style="text-align: center;">CASDA Professional Development/Consulting</p> <ul style="list-style-type: none"> • Common Core Learning Standards • Professional Learning Communities • Formative & summative assessment • Data analysis and decision making • Data informed interventions • Technology integrated instruction • Leadership consultation and support <p style="text-align: right;">\$220,000</p>	<p style="text-align: center;">CASDA Professional Development/Consulting</p> <ul style="list-style-type: none"> • Common Core Learning Standards • Professional Learning Communities • Formative & summative assessment • Data analysis and decision making • Data informed interventions • Technology integrated instruction • Leadership consultation and support <p style="text-align: right;">\$140,000</p>

<p><u>K-3 Instructional Intervention Specialist (1 FTE)</u> To demonstrate small group reading and math interventions and work with classroom teachers to integrate the consistent use of learning centers. \$53,675 plus benefits</p>	<p><u>K-3 Instructional Intervention Specialist (1 FTE)</u> To demonstrate small group reading and math interventions and work with classroom teachers to integrate the consistent use of learning centers. \$54,751 plus benefits</p>	<p><u>Building based substitute (1 FTE)</u>-To allow teachers to observe best practices in the building, in the district and in other area districts. \$45,154</p>
<p><u>Expand LMS (from .5 FTE to 1 FTE)</u> To Library Media Specialist will provide embedded professional development to support inquiry based learning strategies and development of interdisciplinary projects in support of CCLS and instructional shifts. LMS will support teachers to incorporate the use of technology to enhance these instructional changes. \$38,177 plus benefits</p>	<p><u>Expand LMS (from .5 FTE to 1 FTE)</u> To Library Media Specialist will provide embedded professional development to support inquiry based learning strategies and development of interdisciplinary projects in support of CCLS and instructional shifts. LMS will support teachers to incorporate the use of technology to enhance these instructional changes. \$38,177 plus benefits</p>	<p><i>The majority of professional development will be embedded in the classroom or in the school day through Professional Learning Communities, however we have budgeted for Up to 30 hours PD stipends per teacher for PD offered during summer, after school and on weekends.</i></p>
<p><u>Behavior Intervention Specialist (.50 FTE)</u> To work with teachers and students to determine root causes for conflicts and develop strategy plans for improving communication and behavior. \$25,800 plus benefits</p>	<p><u>Behavior Intervention Specialist (.50 FTE)</u> To work with teachers and students to determine root causes for conflicts and develop strategy plans for improving communication and behavior. \$26,182 plus benefits</p>	<p><u>Minimal funding for conferences</u> \$5,800</p>
<p><u>Building-based substitute (1 FTE)</u> To allow teachers to observe best practices in the building, in the district and in other area districts. \$43,401 plus benefits</p> <p><i>The majority of professional development will be embedded in the classroom or in the school day through Professional Learning Communities, however, we have budgeted for up to 30 hours PD stipends per teacher for PD offered during summer, after school and on weekends.</i></p> <p><i>Year 1- A bank of 100 hours of funding has</i></p>	<p><u>Building-based substitute (1 FTE)</u> To allow teachers to observe best practices in the building, in the district and in other area districts. \$43,401 plus benefits</p> <p><i>The majority of professional development will be embedded in the classroom or in the school day through Professional Learning Communities, however, we have budgeted for up to 30 hours PD stipends per teacher for PD offered during summer, after school and on weekends.</i></p>	

<p><i>been allocated for professional development for Hamilton Paraprofessionals. \$1,500</i></p> <p><u>Minimal funding for conferences</u> \$7,600</p> <p><u>District Level Professional Development Institute for Learning – Curriculum</u> review by grade bands to align with the Common Core. \$190,000</p>	<p><i>Year 2 - A bank of 100 hours of funding has been allocated for professional development for Hamilton Paraprofessionals. \$1,500</i></p> <p><u>Minimal funding for conferences</u> \$7,600</p> <p><u>District Level Professional Development Institute for Learning – Curriculum</u> review by grade bands to align with the Common Core. \$150,000</p>	<p><u>District Level Professional Development Institute for Learning – Curriculum</u> review by grade bands to align with the Common Core. \$100,000</p>
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Partnerships

Year 1	Year 2	Year 3
<p><u>CASDA</u> is the lead educational partner providing Professional Development, consultation and support throughout the implementation process (290 days). SEE PD</p> <p><u>Child Guidance Center</u> will provide one full-time, year round Master’s-level therapist for the Hamilton Elementary School-Based Health Clinic with appropriate training and clinical supervision. <i>School based mental health staff will be required to work hours that extend beyond the school day and school year to meet the needs of students and families and to minimize time out of the classroom;</i></p> <p>Provide mental health service components including assessments (Initial, Psychological & Psychiatric), crisis intervention, health screenings, Psychotropic-Medication Therapy, Psychotherapy (Individual, Family, Group),</p>	<p><u>CASDA</u> is the lead educational partner providing Professional Development, consultation and support throughout the implementation process (220 days). SEE PD</p> <p><u>Child Guidance Center</u> will continue providing services as defined in Year 1 and will work on establishing a sustainable, reimbursement-based (Medicaid, private insurance, etc) school practice by the end of the grant. \$126,072</p> <p><u>Hometown Health</u> will provide services as a school-based health center once licensure is granted. Funding will support an outreach coordinator to build capacity for sustainability. \$50,000</p>	<p><u>CASDA</u> is the lead educational partner providing Professional Development, consultation and support throughout the implementation process (140 days). SEE PD</p> <p><u>Child Guidance Center</u> will continue providing services as defined in year 1, and will work on establishing a sustainable, reimbursement-based (Medicaid, private insurance etc) school practice by the end of the grant. \$126,072</p> <p><u>Hometown Health</u> will provide school based health services and develop a sustainable reimbursement –based system. None</p>

<p>and referral and linkage to other community agencies if appropriate. \$123,600</p> <p>Hometown Health will use HRSA (Health Resource Service Administration) funds to establish a school based medical service and apply for status to operate a NYS licensed school-based health center. Funding will support an outreach coordinator to build capacity for sustainability. \$50,000</p>	<p>The School Implementation Manager (SAA Administrative position to support the Principal) will work to expand community partnerships and bring volunteer resources into the school under the direction of the principal. \$85,884 plus benefits</p>	<p>The School Implementation Manager (SAA Administrative position to support the Principal) will work to expand community partnerships and bring volunteer resources into the school under the direction of the principal. \$87,606 plus benefits</p>
<p>Extended Learning Time and Tutoring</p>		
<p>Year 1</p> <p>Extended Day Enrichment and Tutoring Funding for 10 teachers daily, 2 hours per day x 4 days x 34 weeks (plus planning time). <i>Hamilton needs to design what the schedule and offerings will be based on data, strengths, student surveys and recommended best practices</i></p>	<p>Year 2</p> <p>Extended Day Enrichment and Tutoring Funding for 10 teachers daily, 2 hours per day x 4 days x 34 weeks (plus planning time). <i>Hamilton needs to design what the schedule and offerings will be based on data, strengths, student surveys and recommended best practices. \$108,000</i></p>	<p>Year 3</p> <p>Extended Day Enrichment and Tutoring Funding for 10 teachers daily, 2 hours per day x 4 days x 34 weeks (plus planning time). <i>Hamilton needs to design what the schedule and offerings will be based on data, strengths, student surveys and recommended best practices. \$108,000</i></p>

<p>\$108,000 plus \$40,800 for paraprofessional support plus benefits</p> <p><u>School Vacation Enrichment Camp</u> Funding for 6 teachers x 24 hours (<i>May be scheduled as 6 half day camps or 3 full day camps depending on the theme or purpose</i>). \$4,752 plus \$720 for paraprofessional support plus benefits</p> <p><u>Summer Reading Program</u> for struggling readers to prevent summer learning loss. Funding for 5 teachers x 2 hours per day x 4 days per week x 4 weeks (plus planning time). <i>You can choose the grade levels to be served based on needs identified through data.</i> \$5,280 plus benefits</p> <p><u>Summer Enrichment Program</u> Funding for 5 teachers x 6 hours per day x 4 days per week x 4 weeks (plus planning time). <i>Hamilton needs to design what the schedule and offerings will be based on data, strengths, student surveys and recommended best practices.</i> \$18,080 plus \$15840 for paraprofessional support plus benefits</p> <p>Para professional support has been allocated for each program component to assist in implementing the programs.</p>	<p>plus \$40,800 for paraprofessional support plus benefits</p> <p><u>School Vacation Enrichment Camp</u> Funding for 6 teachers x 24 hours (<i>May be scheduled as 6 half day camps or 3 full day camps depending on the theme or purpose</i>). \$4,752 plus \$720 for paraprofessional support plus benefits</p> <p><u>Summer Reading Program</u> for struggling readers to prevent summer learning loss. Funding for 5 teachers x 2 hours per day x 4 days per week x 4 weeks (plus planning time). <i>You can choose the grade levels to be served based on needs identified through data.</i> \$5,280 plus benefits</p> <p><u>Summer Enrichment Program</u> Funding for 5 teachers x 6 hours per day x 4 days per week x 4 weeks (plus planning time). <i>Hamilton needs to design what the schedule and offerings will be based on data, strengths, student surveys and recommended best practices.</i> \$18,080 plus \$15840 for paraprofessional support plus benefits</p> <p>Para professional support has been allocated for each program component to assist in implementing the programs.</p>	<p>plus \$40,800 for paraprofessional support plus benefits</p> <p><u>School Vacation Enrichment Camp</u> Funding for 6 teachers x 24 hours (<i>May be scheduled as 6 half day camps or 3 full day camps depending on the theme or purpose</i>). \$4,752 plus \$720 for paraprofessional support plus benefits</p> <p><u>Summer Reading Program</u> for struggling readers to prevent summer learning loss. Funding for 5 teachers x 2 hours per day x 4 days per week x 4 weeks (plus planning time). <i>You can choose the grade levels to be served based on needs identified through data.</i> \$5,280 plus benefits</p> <p><u>Summer Enrichment Program</u> Funding for 5 teachers x 6 hours per day x 4 days per week x 4 weeks (plus planning time). <i>Hamilton needs to design what the schedule and offerings will be based on data, strengths, student surveys and recommended best practices.</i> \$18,080 plus \$15840 for paraprofessional support plus benefits</p> <p>Para professional support has been allocated for each program component to assist in implementing the programs.</p>
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<p>See above</p> <p>Supplies and resources are budgeted for each program component- the principal and program teachers will need to customize supplies and materials based on specific enrichment and tutoring activities. \$17,400</p> <p>Nursing support has been budgeted for after school, vacation and summer programs. \$10,500 plus benefits</p> <p>Funding has been budgeted for transportation as appropriate. \$29,440</p> <p>Funding for educationally enriching field trips for students and parents. \$16,000</p> <p>Funding has been budgeted to support (4) SSCORE Teachers to provide enrichment and prevent summer learning loss for students in Grades 4-6 and entering 7thGrade \$19,200</p> <p><i>School Implementation Manager will need to coordinate with SCSD Central Services for breakfast, lunch or snack as appropriate.</i></p>	<p>See above</p> <p>Supplies and resources are budgeted for each program component- the principal and program teachers will need to customize supplies and materials based on specific enrichment and tutoring activities. \$17,400</p> <p>Nursing support has been budgeted for after school, vacation and summer programs. \$10,500 plus benefits</p> <p>Funding has been budgeted for transportation as appropriate. \$29,440</p> <p>Funding for educationally enriching field trips for students and parents. \$14,800</p> <p>Funding has been budgeted to support (4) SSCORE Teachers to provide enrichment and prevent summer learning loss for students in Grades 4-6 and entering 7thGrade \$19,200</p> <p><i>School Implementation Manager will need to coordinate with SCSD Central Services for breakfast, lunch or snack as appropriate.</i></p>	<p>See above</p> <p>Supplies and resources are budgeted for each program component- the principal and program teachers will need to customize supplies and materials based on specific enrichment and tutoring activities. \$10,950</p> <p>Nursing support has been budgeted for after school, vacation and summer programs. \$9,500 plus benefits</p> <p>Funding has been budgeted for transportation as appropriate. \$29,440</p> <p>Funding for educationally enriching field trips for students and parents. \$7,600</p> <p>Funding has been budgeted to support (3) SSCORE Teachers to provide enrichment and prevent summer learning loss for students in Grades 4-6 and entering 7thGrade \$14,400</p> <p><i>School Implementation Manager will need to coordinate with SCSD Central Services for breakfast, lunch or snack as appropriate.</i></p>
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Improvements to the Learning Environment

Year 1	Year 2	Year 3
<p>Minor renovation to accommodate the Parent Empowerment Center and Counseling space. \$7,800</p> <p>Renovations to accommodate Hometown Health Services (<u>HRSA-grant funded</u>)</p> <p>Purchase furnishings for Counseling space \$1,900</p> <p>Purchase furnishings for library \$4,800</p> <p>Purchase Washer and Dryer (prevent student teasing due to dirty clothes and lice) \$3,650</p> <p>Purchase (12) mobile 30-unit laptop carts with printers and peripherals to support inquiry-based learning. \$300,348</p> <p>Purchase (20) Smart Boards to support inquiry-based learning. \$70,000</p> <p>Instructional Enhancements for each classroom (maps, globes, math manipulatives, reading intervention materials, materials for centers, etc). Teachers will make data driven decisions based on student needs (target allocation \$2,850 per class). \$54,150</p>	<p>Instructional Enhancements for each classroom (maps, globes, math manipulatives, reading intervention materials, materials for centers, etc). Teachers will make data driven decisions based on student needs (target allocation \$1,750 per class). \$33,250</p>	<p>Instructional Enhancements for each classroom (maps, globes, math manipulatives, reading intervention materials, materials for centers, etc). Teachers will make data driven decisions based on student needs (target allocation \$225 per class). \$4,275</p>

Increased Access to Literacy Materials

Year 1	Year 2	Year 3
<p><u>Purchase library books</u> aligned to the common core curriculum and books that also are more reflective of students' experience \$38,229.</p> <p>Funding for <u>take home loaner books & literacy materials</u> (with take home bags) \$12,750</p> <p><u>Summer Library Hours</u> (3 hours per day 4 days per week x 4 weeks) \$1,584 plus benefits</p>	<p><u>Purchase library books</u> aligned to the common core curriculum and books that also are more reflective of students' experience \$29,750.</p> <p>Funding for <u>magazine subscriptions</u> \$3,150</p> <p><u>Continue Loaner Literacy materials program</u> No cost</p> <p><u>Summer Library Hours</u> (3 hours per day 4 days per week x 4 weeks) \$1,584 plus benefits</p> <p><u>Purchase loaner tablet computers</u> complete with tacking software and a locking cabinet for the school (125 for purchase) \$51,381</p>	<p><u>Purchase library books</u> aligned to the common core curriculum and books that also are more reflective of students' experience \$7,437.</p> <p>Funding for <u>magazine subscriptions</u> \$1,170</p> <p><u>Continue loaner literacy materials program</u> – find sponsors to cover cost of lost materials so that it is sustainable.</p> <p><u>Summer Library Hours</u> (3 hours per day 4 days per week x 4 weeks) \$1,584 plus benefits</p>

Enhanced Parent Engagement and Sense of School Community.

Year 1	Year 2	Year 3
<p><u>Engage parents in governance SBLT</u> biweekly plus quarterly meetings with all parent and community stakeholders invited.</p> <p><u>Community School Site Visit</u> Funding to hire a charter bus to take a team of parents, staff, and partners to visit a highly successful operational community school (e.g. The Harlem Children's Zone). This will give all stakeholder ideas and a clear vision for what is possible at Hamilton. \$10,000</p> <p><u>Family Events</u> \$2,750</p> <p><u>Develop Parent Empowerment Center</u> with resources targeted to parents needs (<i>surveys and focus groups will determine specific needs and interests</i>)</p> <p>Purchase furnishings for Parent Empowerment Center \$2,400</p> <p><u>Hire parents as consultants for parent outreach</u> \$27,500</p>	<p><u>Engage parents in governance SBLT</u> biweekly plus quarterly meetings with all parent and community stakeholders invited.</p> <p><u>Family Events</u> \$2,750</p> <p>Operate Parent Empowerment Center</p> <p><u>Hire parents as consultants for parent outreach</u> \$27,500</p>	<p><u>Engage parents in governance SBLT</u> biweekly plus quarterly meetings with all parent and community stakeholders invited.</p> <p><u>Family Events</u> \$2,750</p> <p>Operate Parent Empowerment Center with sustainability plan</p> <p><u>Hire parents as consultants for parent outreach</u> \$22,500</p>

<p><u>Provide parent education and training based on parents needs determined through surveys and focus groups as well as student data</u></p> <p>Printing posters and banners to visually convey the theme and mission of the school. \$3,000</p> <p>Promotional materials to unify students as members of Hamilton School community (hoodies, t-shirts)\$10,000</p> <p><u>General Costs</u> <u>Secretary .50 FTE</u> \$17,250</p> <p><u>Office Supplies</u> \$1,460</p> <p><u>Computers for SIF Staff</u> \$4,800</p> <p><u>Cell phones for SIG Staff</u> \$1,200</p>	<p><u>Provide parent education and training based on parents needs determined through surveys and focus groups as well as student data</u></p> <p>Funding for printing posters and banners to visually convey the theme and mission of the school. \$2,450</p> <p>Promotional materials to unify students as members of Hamilton School community (hoodies, t-shirts) \$5,000</p> <p><u>General Costs</u> <u>Secretary .50 FTE</u> \$17,603</p> <p><u>Office Supplies</u> \$1,115</p> <p><u>Cell phones for SIG Staff</u> \$1,200</p>	<p><u>Provide parent education and training based on parents needs determined through surveys and focus groups as well as student data</u></p> <p>Printing posters and banners to visually convey the theme and mission of the school. \$2,750</p> <p>Promotional materials to unify students as members of Hamilton School community (hoodies, t-shirts) \$4,000</p> <p><u>General Costs</u> <u>Secretary .50 FTE</u> \$17,965</p> <p><u>Office Supplies</u> \$590</p> <p><u>Cell phones for SIG Staff</u> \$800</p>
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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 in the "Summary Documentation" box and submitted to NYSED on this form.

Principals Union President / Lead Signature (in blue ink) <i>STE Boynton</i> Type or print name <i>Steve Boynton</i> Steven Boynton	Date <i>6/6/13</i> Summary Documentation if Signature is Unobtainable 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.
Teachers Union President / Lead Signature (in blue ink) Type or print name <i>Juliet Benacquisto</i> Juliet Benacquisto	Date Summary Documentation if Signature is Unobtainable 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.
Parent Group President / Lead Signature (in blue ink) <i>Tiffany Varna</i> Type or print name <i>Shannon Armour</i> Shannon Armour / Tiffany Varna – Co President	Date <i>6/5/13</i> Summary Documentation if Signature is Unobtainable 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.
Signature (in blue ink) Type or print name <i>Shannon Armour</i> Shannon Armour / Tiffany Varna – Co President	Date <i>6/5/13</i> Summary Documentation if Signature is Unobtainable 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.

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	n/a	67,500	67,500	67,500	67,500	67,500
b. Student participation in State ELA assessment	%	n/a	99%	98%	100%	100%	100%
c. Student participation in State Math assessment	%	n/a	98%	98%	100%	100%	100%
d. Drop-out rate	%	n/a	-	-	-		
e. Student average daily attendance	%	n/a	90%	92%	93%	94%	95%
f. Student completion of advanced coursework		n/a	-	-	-		
g. Suspension rate	%	n/a	14%	8%	5%	4%	3%
h. Number of discipline referrals	num	n/a	23,931	292	262	240	218
i. Truancy rate	%	n/a	n/a	n/a	n/a	n/a	n/a
j. Teacher attendance rate	%	n/a	93%	94%	95%	96%	97%
k. Teachers rated as "effective" and "highly effective"	%	n/a	71%	71%	100%	100%	100%
l. Hours of professional development to improve teacher performance	num	n/a	varied	varied	70	70	70
m. Hours of professional development to improve leadership and governance	num	n/a	varied	varied	40	40	40
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	n/a	varied	varied	40	40	40
II. Academic Indicators							
o. ELA performance index	PI	n/a	111	93	100	110	120
p. Math performance index	PI	n/a	126	115	125	135	140
q. Student scoring "proficient" or higher on ELA assessment	%	n/a	31%	20%	25%	30%	35%
r. Students scoring "proficient" or higher on Math assessment	%	n/a	40%	33%	36%	40%	45%
s. Average SAT score	score	n/a	-	-	-		
t. Students taking PSAT	num	n/a	-	-	-		
u. Students receiving Regents diploma with advanced designation	%	n/a	-	-	-		
v. High school graduation rate	%	n/a	59%-	-	-		
w. Ninth graders being retained	%	n/a	-	-	-		
x. High school graduates accepted into two or four year colleges	%	n/a	-	-	-		

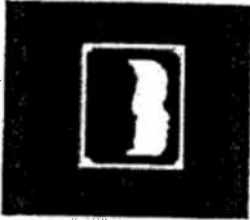
Partner Organization Name and Contact Information	Schools in which the partner has managed/ supported in the last three years (attach additional trend-summary evidence of the academic success of each school, by subgroup, and trend-summary evidence of partners' fiscal performance for the past three years)	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) Dr. James Butterworth – Executive Director University at Albany – East Campus 5 University Place – A409 Rensselaer, NY 12144 518-512-5198 f) 518-512-5226	<ol style="list-style-type: none"> 1. Hackett MS – Albany City School District 2. Albany HS – Albany City School District 3. Troy City School District 4. Newburgh Enlarged School District 5. Amsterdam City School District 6. Hudson City School District 7. Stillwater Central School District 8. Gloversville Central School District 9. Albany CSD – three magnet schools for TLQP grant (ASH, TOAST and Montessori) 10. 	<ol style="list-style-type: none"> 1. Eileen Leffler – Grants Administrator – 518-475-6081 2. Eileen Leffler – Grants Administrator – 518-475-6081 3. John Carmello – Assistant Superintendent for Curriculum and Instruction – 518-328-5080 4. Ed Forgit – Assistant Superintendent for Curriculum and Instruction – 845-563-3413 5. Susan Stoya – Director of Secondary Instruction -518-843-5590 6. Maria Suttmeier – Superintendent of Schools -518-828-4360 7. Stanley Maziejka – Superintendent of Schools – 518-373-6100 xt 30022 8. Frank Pickus - Assistant Superintendent for Curriculum and Instruction - 518-775-5792 9. Dr. Cheryl Dosier – University at Albany –Professor of Reading (PI) –518-442-5100 10.
	Schools in which the partner has managed/ supported in the last three years (attach additional trend-summary evidence of the academic success of each school, by subgroup, and trend-summary evidence of partners' fiscal performance for the past three years)	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)
	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6.

Chart B. Snapshot of CASDA work related to strands of *NYSED Systemic Support for District and School Turnaround* request for proposals

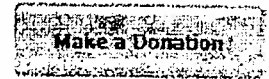
District	RFP strands	Areas of Focus	Client contact
Albany City	1, 2, 4	<ul style="list-style-type: none"> - School/District Leadership Development - Professional Learning Communities/Leadership Team development - Curriculum and Assessment development support - Instructional Improvement - Data driven decision making and culture development; action research implementation, analysis, and training - <i>NY Just for the kids/COMPASS</i> training and implementation - Joint Intervention Team Review and Report (Hackett MS) - Program Review and development planning (Special Education) - Progress Monitoring and accountability planning 	<p>Ms. Eileen Leffler <i>Grants Administrator</i></p> <p>Dr. Tresa Diggs <i>Assistant Superintendent for Secondary Curriculum & Instruction</i></p>
Amsterdam City	1, 4	<ul style="list-style-type: none"> - Instructional Strategy development (cooperative learning, differentiated instruction, Common Core Implementation) - Data driven decision making – <i>NY Just for the kids/COMPASS</i> training and implementation 	Ms. Susan Stoya <i>Director of Secondary Instruction</i>
Capital Region BOCES	1,4	<ul style="list-style-type: none"> - District leadership training and facilitation - Implementation planning, progress monitoring and accountability planning (Special Education) 	<p>Dr. Charles Dedrick <i>District Superintendent</i></p> <p>Dr. Carl Strang <i>Assistant District Superintendent for Technology and Innovation</i></p>
Gloversville	1, 4	<ul style="list-style-type: none"> - Program Review and development planning (Special Education) - Progress Monitoring and accountability planning 	Mr. Cliff Moses <i>Interim Superintendent of Schools</i>
Hudson City	1, 4	<ul style="list-style-type: none"> - Joint Intervention Team Review and Report - District leadership training and facilitation 	Ms. Maria Suttmeier <i>Superintendent of Schools</i>
Kingston	1	<ul style="list-style-type: none"> - District leadership training and facilitation 	Dr. Paul Padalino <i>Superintendent of Schools</i>
Newburgh	1, 3, 4	<ul style="list-style-type: none"> - District leadership training and facilitation - Joint Intervention Team Review and Report - District wide Program Review (Mathematics) 	Mr. Ed Forgit <i>Assistant Superintendent for School Improvement</i>

		<ul style="list-style-type: none"> - Data driven decision making – <i>NY Just for the kids/COMPASS</i> training and implementation - Training and facilitation of school based Leadership Teams - Comprehensive Education Plan development and progress monitoring procedures 	
North Colonie	1,3, 4	<ul style="list-style-type: none"> - District leadership training and facilitation - Program Review (Mathematics) 	
Peekskill	1, 4	<ul style="list-style-type: none"> - Joint Intervention Team Review and Report - District leadership training and facilitation - Executive Administrative search (s) 	<p>Mr. Joe Mosey <i>Assistant Superintendent Curriculum & Instruction</i></p>
Questar III BOCES	1	<ul style="list-style-type: none"> - District and school leadership training, comprehensive planning for school improvement 	
Enlarged City School District of Troy	1, 2,3,4	<ul style="list-style-type: none"> - District and school leadership training and facilitation - Joint Intervention Team Review and Report - District-wide Research Review (Reading) - Data driven decision making (2 schools) - <i>NY Just for the kids/COMPASS</i> training and implementation (2 schools) - Training and facilitation of school based Leadership Teams (2 schools) - Comprehensive Education Plan development (2 schools) - Progress monitoring and accountability procedures (2 schools) 	<p>Mr. John Carmello <i>Assistant Superintendent Curriculum & Instruction</i></p> <p>Dr. Brian Howard <i>Interim Superintendent of Schools</i></p>

Partner Organization Name and Contact Information	Schools in which the partner has managed/ supported in the last three years (attach additional trend-summary evidence of the academic success of each school, by subgroup, and trend-summary evidence of partners' fiscal performance for the past three years)	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)
<p>Northeast Parent & Child Society Child Guidance Center 530 Franklin Street Schenectady, NY 12305 (518) 381-8911</p>	<ol style="list-style-type: none"> 1. Schenectady High School 2. Steinmetz Career & Leadership Academy 3. Oneida Middle School 4. Mont Pleasant Middle School 5. Central Park Middle School 6. Hamilton Elementary School 7. Pleasant Valley Elementary School 	<ol style="list-style-type: none"> 1. Peg Normandin 518-881-3800 2. Laura Denofio 518-881-2044 ext. 44826 3. Gregory Rashford 518-881-2044 ext. 44833 4. Diane Wilkinson 518-881-2030 5. Brigid Skopas 518-370-8260 6. Karmen McEvoy 518-370-8260 7. Catherine Snyder 518-370-8379 8. Mike Bush 518-370-8160 9. Tonya Federico 518-370-8250 10. Coleen Guy 881-2000 ext. 31109 11. Michelle VanDerLinden 518-881-3720 12. Wendy Mason 881-2000 ext. 18038 13. Joe DiCaprio 518-881-3640 14. Michelle Mostoller 518-881-2000 ext. 38033
	<p>Schools in which the partner has managed/ supported in the last three years (attach additional trend-summary evidence of the academic success of each school, by subgroup, and trend-summary evidence of partners' fiscal performance for the past three years)</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 	<p>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)</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7.



Protecting Children, Preserving Families, Strengthening Communities



Accreditations

- Home
- About Northeast
- Programs
- News & Events
- Employment
- Donate Online
- Giving to Northeast
- Holiday Hope Fund
- Go Blue!
- Volunteer
- Foster Parents
- Career Services
- Energy Corps
- YouthBuild
- Contact or Visit Us
- Links
- Site Map

The programs and services offered by Northeast are provided in accordance with best practice standards recognized by the following regulatory agencies and member associations

National Accreditation

Council on Accreditation of Services for Families and Children (COA) - Partners with human service organizations worldwide to improve service delivery outcomes by developing, applying, and promoting accreditation standards.
<http://www.coanet.org/front3/index.cfm>

State Certification

New York State Office of Children and Family Services (OCFS) - Serves New York's public by promoting the wellbeing and safety of our children, families and communities. OCFS achieves results by setting and enforcing policies, building partnerships, and funding and providing quality services.
<http://www.ocfs.state.ny.us/main/>

New York State Education Department (NYSED) - Dedicated to raising the knowledge, skill, and opportunity of all the people in New York.
<http://www.nysed.gov/>

National Affiliation

Foster Family-Based Treatment Association (FFTA) - FFTA is committed to enhancing the lives of children within families through strengthening family-based organizations.
<http://www.ffa.org/>

Alliance for Children and Families - A national membership association providing effective resources and leadership to more than 300 private, nonprofit child- and family-serving organizations in the United States and Canada.
<http://www.alliance1.org/>

State Affiliation

New York Council of Community Services (CCSNYS) - Unites nonprofits from all sub-sectors in the State of New York with a common mission, provides a strong, energetic training component, comprised primarily of on-staff nonprofit experts, and strives to be the information and advocacy clearinghouse for the New York nonprofit sector while providing members a strong collective voice.
<http://www.ccsnys.org/>

New York Council of Family and Child Caring Agencies (COFCCA) - The principal representative for nearly all the voluntary, not-for-profit organizations providing foster care, adoption, family preservation, and special education services in New York State.
<http://www.cofcca.org/>

New York Coalition of 853 Schools - Creates effective advocacy for schools so they may access financing for aging and inadequate school buildings.
<http://853coalition.neric.org/>

Saving Children's Lives... since 1888.

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.)
Schenectady Family Health Services, Inc. DBA Hometown Health Centers 1044 State Street Schenectady, NY 12307 (518) 370-1441 Joseph Gambino, CEO jgambino@hhchc.org Dental Outreach program (mobile) for grades 2 and 3; primarily cleaning and sealants for underserved populations	<ol style="list-style-type: none"> 1. All elementary schools (13) of the Schenectady City School District, grades 2 and 3 2. 3. 4. 5. 6. 7. 8. 9. 10. 	<ol style="list-style-type: none"> 1. Contact Laurence Spring, Superintendent 370-8100 ext 40107; email springl@schenectady.k12.ny.us 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.)	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.)
	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Partner Organization Name and Contact Information	Schools the partner has successfully supported in the last three years	References / Contracts (Include the names and contact information of school and district

**Preliminary MOA
Schenectady City School District and Hamilton Elementary School and
CASDA (Capital Area School Development Association),
Lead Partner Organization**

School Improvement Grant Program

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and the roles of the Schenectady City School District, Hamilton Elementary School and CASDA, Lead Partner, to support dramatic whole school change, from beginning to end, and can be fully embedded within essential district operation. Together the school community along with Northeast Parent and Child Society, and Hometown Health will transform Hamilton Elementary School into a Community School. The purpose of this partnership is to work collaboratively to ensure increasing the likelihood of sustainability and student success served by Community School Model to create new, innovative, high-quality education options for all Hamilton Elementary School students.

Up front Planning Activities prior to implementation: 1) co-lead planning process with school principal; 2) organize planning meetings; 3) establish protocols for collecting and reporting data for program accountability; 3) support process for hiring program staff; and 4) provide staff development

SPECIFIC ROLES AND RESPONSIBILITIES

The partnership of the Schenectady City School District, Hamilton Elementary School and CASDA, Lead Partner entails the following:

Schenectady City School District agrees to:	CASDA will build the capacity of Hamilton Elementary School staff including: administrators, teachers, coaches and other professional staff to:
<ol style="list-style-type: none"> 1. Collaborate with CASDA and other school partners in the planning process; 2. Post program positions according to district policies; 3. Facilitate the minor renovation of space to implement the Community School Model, ensuring that the space meets all applicable regulations and codes; 4. Track and collect data required for the SIG grant; 5. Order planned grant supplies and materials in compliance with district policy; 6. Keep the building open for evening and summer programs; 7. Provide custodial services for community school spaces. 	<ol style="list-style-type: none"> 1. Develop, evaluate and maintain an instructional program that includes: <ol style="list-style-type: none"> a. Comprehensive, rigorous and coherent ELA and mathematics curricula aligned with the Common Core Learning Standards b. Differentiated instruction in ELA and mathematics based on formative assessments and utilizing leveled texts, guided reading, and targeted learning centers c. Effective and appropriate technologies to support teaching and learning d. Participation in a Professional Learning Community (PLC) model to promote researched based instructional practices e. Embedded research based professional

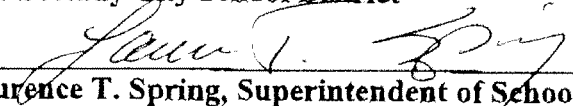
	<p style="text-align: center;">development</p> <p>88 days @ \$1,000/day = \$88,000</p> <p>2. Develop and evaluate a culture of data driven instruction by:</p> <ul style="list-style-type: none"> a. Creating an accountability system through formative and summative assessments to monitor student progress and support continuous improvement b. Coaching the Teacher Learning Coach (TLC) and principal to work with teachers as they implement data informed interventions for all students c. Designing rubrics for students to self-monitor progress and set learning goals d. Utilizing a Professional Learning Community model (PLC) to review data, modify lessons, develop classroom goals, and engage in peer observation e. Embedding research based professional development <p>88 days @\$1,000/day = \$88,000</p> <p>3. Implement and evaluate a co-teaching model of instruction to increase academic performance of students with disabilities including embedded professional development for general education and special education teachers, as well as, classroom paraprofessionals</p> <p>16 days @ \$1,000/day = \$16,000</p> <p>4. Integrate technology into all aspects of teaching and learning including embedded professional development to utilize applications for IPADS, Smart Boards, Promethean Boards, laptops, and other technology which support higher order thinking</p>
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	<p>16 days @ \$1,000/day = \$16,000</p> <p>5. Plan, implement and evaluate two - 3 day Summer Institutes to include literacy across the curriculum, data informed instruction, co-teaching and integrated instructional technology</p> <p>37 days @ \$1,000/day = \$37,000</p> <p>6. Serve as a member of the Building Leadership Team (Inquiry Team) to provide ongoing technical assistance for data analysis, agenda setting and general support for initiatives at regularly scheduled meetings</p> <p>14 days @ \$1,000/day = \$14,000</p> <p>7. Support the creation of a job description for the School Improvement Manager (SIM) and attend screening and interview sessions</p> <p>4 days @ \$1,000/day = \$4,000</p> <p>8. Design, implement and evaluate an extended learning program (extended day and summer program) that offers student 21st century competencies, reflects Common Core Learning Standards and incorporates instructional data from the school day</p> <p>27 days @ \$1,000/day = \$27,000</p> <p>Year 1 Professional Development Budget:</p> <p>Professional Development 250 days @ \$1,000/day = \$250,000</p> <p>Project Management: planning and evaluation of programs 40 days @ \$1,000/day = \$40,000</p> <p>Grand Total Year One 290 days @ \$1,000/day = \$290,000</p>
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It is understood and agreed that CASDA will be paid \$1,000.00 for each 8-hour day for a maximum number of days not to exceed 290 from September 1, 2013 to August 31, 2014 for the first year of implementation of the Hamilton School Improvement Grant (SIG) Program. Based on current work plan projections, funding for CASDA has been budgeted for 220 days from September 1, 2014 to August 31, 2015 and 140 days from September 1, 2015 to August 31, 2016.

Funds will be paid quarterly upon receipt of invoice detailing scope of work performed, completion of identified deliverables and data reporting for the period.

Schenectady City School District

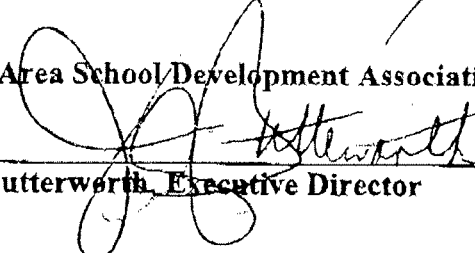


Laurence T. Spring, Superintendent of Schools

6/5/13

Date

Capital Area School Development Association (CASDA)



James Butterworth, Executive Director

6/4/13

Date

**Preliminary MOA
Schenectady City School District and Hamilton Elementary School and
Northeast Parent and Child Society, Partner Organization**

School Improvement Grant Program

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and the roles of the Schenectady City School District and Hamilton Elementary School and CASDA, Lead Partner, to support dramatic whole school change, from beginning to end, and can be fully embedded within essential district operation. Together the school community along with additional partner, Hometown Health will transform Hamilton Elementary School into a Community School. The purpose of this partnership is to work collaboratively to ensure increasing the likelihood of sustainability and student success served by Community School Model to create new, innovative, high-quality education options for all Hamilton Elementary School students.

Unpaid up front planning activities: 1) Attend Hamilton SIG planning meetings; 2) Plan resources, staffing and materials needed to provide school based mental health services; 3) coordinate with SCSD Facilities Department to ensure that minor construction for counseling space exists; 4) obtain necessary licensure and permits to operate a school based counseling services; 5) obtain parent consent to provide counseling services to students.

SPECIFIC ROLES AND RESPONSIBILITIES

The partnership of the Schenectady City School District, Hamilton Elementary School and Northeast Parent and Child Society, entails the following:

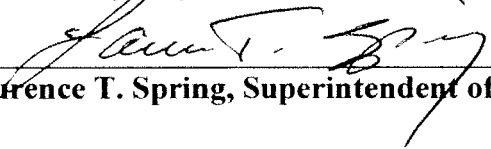
Schenectady City School District agrees to:	Northeast Parent and Child Society agrees to:
<p>1. Collaborate with Northeast Parent and Child Society and other school partners in the planning process to be ready for full implementation by September 1, 2013 and throughout the implementation period to provide sustainable programs at the conclusion of grant funding;</p> <p>2. Provide minor renovation of space to implement the Community School Model, ensuring that the space meets all applicable regulations and codes;</p> <p>4. Track and collect data required for the SIG grant;</p> <p>5. Keep the building open for evening and summer programs;</p> <p>7. Provide custodial services for community school spaces.</p>	<p>1. Meet all NYS Health Department regulations and compliance monitoring requirements for school-based health services;</p> <p>2. In collaboration with the SCSD and Hamilton E S, establish and follow accepted protocols for enrolling students in Grades K-6 for school-based mental health services;</p> <p>3. Provide 1 full-time, year round Master’s-level therapist for the Hamilton Elementary School-Based Health Clinic with appropriate training and clinical supervision during Program Years 1, 2 & 3. <i>School based mental health staff will be required to work hours that extend beyond the school day and school year to meet the needs of students and families and to minimize time out of the classroom;</i></p> <p>4. Provide mental health service components including assessments (Initial, Psychological & Psychiatric), crisis intervention, health screenings, Psychotropic-Medication Therapy, Psychotherapy (Individual, Family, Group), and referral and linkage to other community</p>

	<p>agencies if appropriate;</p> <p>5. Provide treatment that is focused on addressing issues that have been identified during the assessment process for the purpose of improving daily functioning. Employ evidenced-based practices with great emphasis placed on strength-based and family systems modalities to treatment. Provide education, communication and skill-building techniques as part of treatment. Therapists will utilize their knowledge of children/adolescents, family development, and systems theory to create interventions that will focus on building strengths of the individual family members, as well as address barriers that inhibit the overall functioning of the family;</p> <p>6. Maintain an adequate caseload to allow for learning of evidenced-based interventions to improve outcomes;</p> <p>7. Accept all appropriate referrals regardless of their ability to qualify for third-party reimbursement;</p> <p>8. In collaboration with the school district, use the grant period to develop a financially-viable model for maintaining school-based mental health services to continue after the expiration of grant funds;</p> <p>9. Participate in bi-weekly school-based leadership team meetings and monthly advisory council meetings;</p> <p>10. Provide program service data to the program coordinator as required by the grant. (Note: no confidential patient data will be requested); and</p> <p>11. Work with Hamilton Elementary School and community school partners to sustain program initiatives after the expiration of School Innovation Fund Grant.</p>
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Contingent upon full program funding Northeast Parent and Child Society will be paid \$123,366 from September 1, 2013 to August 31, 30, 2014; \$126,077 from September 1, 2014 to August 31, 2015; and \$126,077 from September 1, 2014 to August 31, 2015 for the implementation of the Hamilton Elementary School Improvement Grant.

Funds will be paid quarterly upon receipt of invoice detailing scope of work performed and data reporting for the period.

Schenectady City School District

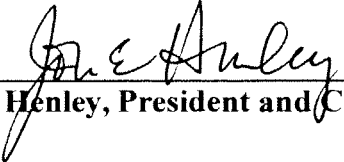


Laurence T. Spring, Superintendent of Schools

6/5/13

Date

Northeast Parent and Child Society



John E. Henley, President and CEO

6/3/13

Date

**Preliminary MOA
Schenectady City School District and Hamilton Elementary School and
Northeast Parent and Child Society, Partner Organization**

School Improvement Grant Program

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and the roles of the Schenectady City School District and Hamilton Elementary School and CASDA, Lead Partner, to support dramatic whole school change, from beginning to end, and can be fully embedded within essential district operation. Together the school community along with additional partner, Hometown Health will transform Hamilton Elementary School into a Community School. The purpose of this partnership is to work collaboratively to ensure increasing the likelihood of sustainability and student success served by Community School Model to create new, innovative, high-quality education options for all Hamilton Elementary School students.

Unpaid up front planning activities: 1) Attend Hamilton SIG planning meetings; 2) Plan resources, staffing and materials needed to provide school based mental health services; 3) coordinate with SCSD Facilities Department to ensure that minor construction for counseling space exists; 4) obtain necessary licensure and permits to operate a school based counseling services; 5) obtain parent consent to provide counseling services to students.

SPECIFIC ROLES AND RESPONSIBILITIES

The partnership of the Schenectady City School District, Hamilton Elementary School and Northeast Parent and Child Society, entails the following:

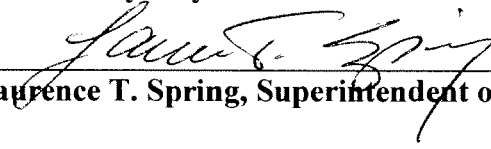
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	<p>agencies if appropriate;</p> <p>5. Provide treatment that is focused on addressing issues that have been identified during the assessment process for the purpose of improving daily functioning. Employ evidenced-based practices with great emphasis placed on strength-based and family systems modalities to treatment. Provide education, communication and skill-building techniques as part of treatment. Therapists will utilize their knowledge of children/adolescents, family development, and systems theory to create interventions that will focus on building strengths of the individual family members, as well as address barriers that inhibit the overall functioning of the family;</p> <p>6. Maintain an adequate caseload to allow for learning of evidenced-based interventions to improve outcomes;</p> <p>7. Accept all appropriate referrals regardless of their ability to qualify for third-party reimbursement;</p> <p>8. In collaboration with the school district, use the grant period to develop a financially-viable model for maintaining school-based mental health services to continue after the expiration of grant funds;</p> <p>9. Participate in bi-weekly school-based leadership team meetings and monthly advisory council meetings;</p> <p>10. Provide program service data to the program coordinator as required by the grant. (Note: no confidential patient data will be requested); and</p> <p>11. Work with Hamilton Elementary School and community school partners to sustain program initiatives after the expiration of School Innovation Fund Grant.</p>
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Schenectady City School District

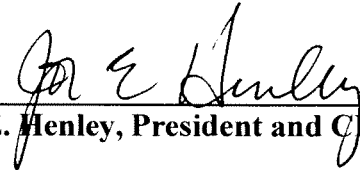


Laurence T. Spring, Superintendent of Schools

6/5/13

Date

Northeast Parent and Child Society



John E. Henley, President and CEO

5/3/13

Date

MICHELLE VANDERLINDEN



EDUCATION

University of Wisconsin Oshkosh
BS in Elementary Ed with a minor in reading 1988

SUNY Albany
Masters in Reading

Massachusetts College of Liberal Arts
Administrative Certification District Level 2000

AWARDS

Principal of the Year 2010
Teacher of the Year 1999

TEACHING/ADMINISTRATIVE EXPERIENCE

Lincoln Elementary School
Taught: 3rd, 4th, 5th, 3/4 and 4/5 split 1988-2000

The Academy of Culture and Communication at Pleasant Valley 2000-2002
English Language Arts Specialist worked with teachers to improve instruction, implemented parent training sessions, and worked with students to remediate specific skill sets.

Coordinator of ELL, Early Childhood, and Gifted and Talented Program 2002-2004
Developed a team to provide staff development for Pre-K and K teachers focusing on areas of need in student achievement and teaching practices, planned and implemented staff development for ELL centers, and ran the Gifted Program.

Principal of Van Corlaer Elementary School 2004-2011
Manage Building, run professional development programs, evaluate staff

Principal of Hamilton Elementary School 2011-Present
Manage Building, run professional development programs, evaluate staff

RELATED EXPERIENCE

APPR Training Session 2012
Now certified to evaluate teachers

CASDA RESUMES

Elisabeth (Betsy) R. Smith



OBJECTIVE

Utilize my strong leadership ability and educational experience to increase student achievement and strengthen district and school organizations

EXPERIENCE

Educational Consultant Capital Area School Development Association	11/2012 to present
Superintendent of Schools Ravena-Coeymans-Selkirk Central School District	8/2011 to 10/2012
Assistant Superintendent for Curriculum and Instruction Ravena-Coeymans-Selkirk Central School District	7/2009 to 8/2011
Principal, PreK-5 Pieter B. Coeymans Elementary School Ravena-Coeymans-Selkirk Central School District	1/2003 to 6/2009
English Language Arts Coordinator, K-5 Bethlehem Central School District	7/2000 to 6/2002
Teacher , variety of grade levels Glenmont Elementary School, Bethlehem Central School District	9/1992 to 6/2000

ADMINISTRATIVE LEADERSHIP

- Facilitated the development and articulation of a shared vision for the school community
- Supervised and evaluated 74 faculty and staff, using the Danielson model
- Supervised and evaluated 4 Principals, Assistant Superintendent for Business, Director of Instruction, Director of Special Education
- Increased student achievement in core subject areas as measured by NY State assessments
- Received recognition as a High Performing/Gap Closing School by NYSED for two consecutive years
- Successfully Implemented a plan to increase student achievement in a school designated as a School In Need of Improvement through NCLB
- Initiated programs to prevent bullying in accordance with the Dignity for All Students Act
- Directed the budget process for the District and through clear communication passed a budget with a 6.8% tax levy

- Strengthened the academic program through adoption of assessments and research based instructional strategies
- Analyzed and collected data for decision making
- Organized professional development and personnel allocation to promote student achievement
- Directed the development, revision and evaluation of curriculum
- Monitored the instructional program to ensure alignment with educational research and the common core learning standards
- Implemented a crisis response plan, district wide
- Developed and implemented a co-teaching model to promote the success of all students
- Established a leveled book collection for Guided Reading
- Supervised 15 content specialists K-12
- Collaboratively designed parent outreach programs
- Led the recruitment and selection process of district professional personnel
- Coordinated local scoring of New York State Assessments
- Provided leadership for the Professional Practices Committee including development of the new Annual Professional Performance Review (APPR)
- Led the Response to Intervention (RTI) Committee to develop and implement the RTI framework

CERTIFICATION

School District Administrator, permanent 2007
Elementary Education, N-6, permanent 1996

EDUCATION

Leadership Academy, Massachusetts College of Liberal Arts, North Adams, MA 7/2002
12 Administrative Credits, GPA 4.0
State University of New York at Albany, Albany, NY 7/2002
6 Administrative Credits
Sage Graduate School, Troy, NY 9/2006-6/2007
6 Administrative Credits
M.S. in Elementary Education, Sage Graduate School, Troy, NY 12/1991
GPA 3.96, Phi Kappa Phi
B.A. in Social Work, Albright College, Reading, PA 5/1976

CONSULTANT AND PROFESSIONAL WORK

Select Seminar, CASDA, participant, Building School Communities for the Future, 2007
School Administrators Association of New York State, Government Relations Committee, 2007
Capital Region BOCES, Scoring Leader for ELA 4, 2002
New York State Education Department, Social Studies Grade 5 Assessment, 1999-2000
BOCES/SED, Social Studies Assessment Scoring Leader, 1998-2000
Presented at the New York State Council for the Social Studies Annual Convention, 1999,
"Meeting State Standards Through Literature"

Presented at the Long Island Council for the Social Studies Convention, 1999,
"Elementary Social Studies, An Integrated Approach"
Presented for Capital Region BOCES, 1995-1996,
"Communication Skills for Elementary Students"

PROFESSIONAL ORGANIZATIONS

New York State Council of School Superintendents
Capital Area Assistant Superintendent's Committee
Association for Supervision and Curriculum Development
School Administrators Association of New York State (former member)
Capital District Association for Women in Administration

REFERENCES

Dr. Charles Dedrick, [REDACTED]
District Superintendent
Capital Region BOCES

Mr. Lee Bordick, [REDACTED]
Superintendent
Icabod Crane School District

Dr. Michael Johnson, [REDACTED]
Superintendent, Interim
Ravena-Coeymans-Selkirk Central School

Mr. Brian Bailey, [REDACTED]
Principal
Ravena-Coeymans-Selkirk High School

Ms. Claudia Verga, [REDACTED]
Principal
A.W.Becker Elementary School, Ravena-Coeymans-Selkirk Central School

Dr. Diane Albano [REDACTED]
Former Assistant Superintendent for Curriculum and Instruction
Ravena-Coeymans-Selkirk Central School District

JENNIFER L. BASHANT
Curriculum Vitae

Capital Area School Development Association
School of Education
University at Albany, East Campus

Email: [REDACTED]

EARNED DEGREES

<u>Institution</u>	<u>Degree/specialization</u>	<u>Date</u>
School of Social Welfare University at Albany State University of New York	Ph.D. Social Welfare	May 2005
Dissertation Title: <i>The Utilization of Evidence-Based School Violence Prevention Programs: A Survey of New York State Principals</i> Chair: Bonnie Carlson		
School of Social Welfare University at Albany State University of New York	M.S.W. Social Work	May 2000
School of Criminal Justice University at Albany State University of New York	M.A. Criminal Justice	May 2000
State University of New York At Oswego Oswego, NY	B.A. Honors Psychology Criminal Justice	May 1995

EMPLOYMENT

Research Experience:

Faculty, Capital Area School Development Association (CASDA), UAlbany, January 2012 – present

- Consultation with schools regarding the implementation of data-driven instruction
- Improve learning environment
- Implementation of research-based practices in education
- Survey design, administration and analysis
- Certified DiSC Trainer (Improving workplace relationships and communication)
- Working in Albany HS/Hackett MS (Magnet and SIG grants), Troy and Newburgh (Systemic Turnaround grants, SIG grant in Troy), Schenectady (Community Schools grant)

Director, Tinsley Institute for Human Services, Troy, NY, February 2009 – present

- Provide consultation to local school districts/agencies to increase the use of Positive Behavior Supports (PBS)
- Offer professional development workshops and conferences
- Design surveys, collect and analyze data

Research Scientist, Center for Human Services Research, SUNY Albany, 2011-2012

- Conduct youth development and early education research to evaluate the Safe Schools/Healthy Students program (SAMHSA-funded), School Readiness Project (Community Foundation of Elmira-Corning and the Finger Lakes) and Magnet School initiative (US Department of Education).
- Involved in all aspects of research projects: design studies, develop measures, collect and analyze data, and prepare presentations and reports
- Work with practitioners to interpret research findings and implications for service delivery

Researcher, John Jay School of Criminal Justice, New York, NY, September 2009–2011

- Conducted research on a longitudinal study of a parenting intervention
- Interviewed study participants
- Provided data reports to Field Office

Research Associate, Center for Excellence in Aging Services, University at Albany, August 2004-February 2008

- Conducted a meta-analysis of nursing home interventions for people with Alzheimer's Disease
- Analyzed data, wrote articles and presented data

Research Scientist, New York State Office of Mental Health, Albany, New York, May 2001 – May 2005

- Compiled evidence-based prevention curricula based on literature
- Developed a catalogue of evidence-based school violence curricula
- Surveyed schools regarding program utilization and report findings
- Evaluated mental health programs throughout the state
- Designed, implemented and managed research protocols

Teaching Experience:

Tutor, Statistics and Experimental Psychology for psychology graduate student, September 2008-December 2008

Adjunct Faculty, Research Methods, University at Albany, July 2006

Instructor, Social Work Macro practice, MSW Program, September 2000-December 2000

- Taught web-based course with faculty member, developed school violence case study for on-line discussion, designed and created web page for course

Clinical Experience:

Care Manager, Call Referral Line, OptumHealth Behavioral Solutions, Colonie, New York, February 2009-August 2009

- Pre-certified inpatient psychiatric or substance abuse care
- Provided authorization for outpatient mental health/substance abuse treatment
- Provided crisis intervention to people requiring urgent appointments

Field Placement, Columbia County Mental Health Center, August 1999-May 2000

- Provided individual, family and couples counseling
- Co-facilitated anger management group
- Conducted suicide risk assessments in county jail

Field Placement, Amsterdam High School, August 1998-May 1999

- Provided one-on-one counseling for students
- Co-facilitated self-esteem and decision making groups for special education classes
- Developed and implemented a crisis intervention plan within the school

SCHOLARLY ACTIVITY

Papers and Presentations:

Bashant, Jennifer L. (December 2012). Report of the Analysis of Discipline Data at William S. Hackett Middle School, Albany City School District. Prepared as part of the SIG grant, US Department of Education.

Bashant, Jennifer L. (January 2013). Assessment of the Teacher Action Research Teams at Albany High School. Prepared as part of the SIG grant, US Department of Education.

Bashant, J., Eschler, N. & Jury, M. (2012). Review of the Reading Research and Recommendations for the Enlarged City School District of Troy. Capital Area School Development Association.

Bashant, Jennifer (2007). Review of "Assessing and Managing Violence Risk in Juveniles," *Research on Social Work Practice*, 17(528). Borum, R., & Verhaagen, D. (2006). *Assessing and Managing Violence Risk in Juveniles*. New York: Guilford Press.

Bashant, Jennifer (2001). The impact of Reiki as a therapeutic intervention on nursing home residents experiencing dementia, prepared for and presented at the National Social Work Research Conference, Atlanta, Ga.

Bashant, Jennifer (2000). Action Learning: Faculty-Student Partnerships, prepared for University at Albany, School of Social Welfare.

Presenter, New York State Training Council on Action Research, April 2000.

Co-Planner, International Focus Group on Action Research, SUNY Albany, October 1998.

Manuscripts Under Review:

Bashant, Jennifer. Addressing School Violence with Evidence-Based Programs. Under review at Pastoral Care in Education, United Kingdom.

Research Briefs:

Bashant, Jennifer L. How Do You Define Data? Capital Area School Development Association. April 2013.

Bashant, Jennifer and Robin, Kenneth. *Preventing High School Dropout: What Can Schools Do?* Prepared for Albany High School as part of the Magnet Schools Assistance Grant, US Department of Education. April 2011.

Bashant, Jennifer and Robin, Kenneth. *The 2011 Albany High School Lottery: Outcomes and Recommendations.* Prepared for Albany High School as part of the Magnet Schools Assistance Grant, US Department of Education. October 2011.

Bashant, Jennifer L.; Robin, Kenneth & Hopson, Laura. *School Climate: A Collective Responsibility to Enhance Student Learning.* Prepared for Albany High School as part of the Magnet Schools Assistance Grant, US Department of Education. April 2011.

Reports:

Brewer, T., Bashant, J., Eschler, N., Hunter, S & Steele, J. Berlin Central School District: Review of School Programs and Operations for Efficiency and Effectiveness. Capital Area School Development Association. May 2012.

Trainings and Certifications:

Certified DISC Trainer, DISC Leadership and Workplace Training, August 2012

Funded Research:

Co-Principal Investigator

2011-2013

Office of Juvenile Justice and Delinquency Prevention (OJJDP)

OJJDP-2011-2898

Research on Best Practices for Mentoring

\$500,000

FUNDED

Honors/Board Affiliations:

Who's Who in American Universities and Colleges, 1998-1999

Honors Program in Psychology, 1993-1995

Board Member, NYS Advocacy for Gifted and Talented Education, 2010-2011

Board Member, Skribblers Magazine, 2009-2012

Committee Member, Curriculum Committee, Woodland Hill Montessori School, 2012-present

Committee Member, Peaceful Schools Committee, Woodland Hill Montessori School, 2011-present

Rebecca Ann Gardner



PROFESSIONAL EXPERIENCE

Capital Area School District Association (CASDA), September 2010 to present

- Serves as CASDA Faculty Member providing training and technical assistance, webinars, seminars, book studies, coaching to school districts for school improvement purposes

Visiting Professor, Internship Coordinator and College Supervisor in Education Leadership Program, The College of St. Rose, Albany, New York, September 2006 to present

- Teaches graduate courses including Critical Issues in Educational Administration, Internship Seminar, Creating Effective Learning Environments, and School/Community Collaboration
- Oversees the Education Administration Internship Program including supervision of College Supervisors
- Supervises Education Administration Program Interns
- Facilitates Principals' Guild

Educational Consultant, Creating Supportive (Learning) Environments, LLC., October 2006 to present

- As owner of the company, consults with educational institutions and companies Statewide and nationally including:
 - Supervising education administration interns in the urban New Era Leadership Program at the College of St. Rose
 - Teaching as an adjunct professor at the College of St. Rose including the Education Administration Internship Seminar, Creating Effective Learning Environments, and School/Community Collaboration
 - Conducting a research project studying extraordinary teachers for the International Center for Leadership in Education
 - Leading educational seminars for principals at The Sage Colleges
- Teaching EDU 201: Education and Society course as an adjunct professor at The Sage Colleges
 - Directing the Statewide Council for Leadership and Student Activities (NYSCLSA) for the Magellan Foundation
 - Keynoting and presenting at national, state, regional and local conferences

Bureau Chief, Student Support Services Team
New York State Education Department, Albany, NY
April 1995 - September 2006

- Serves as the leading Department specialist, in a supervisory and consultative capacity, for statewide program and policy development including:
 - Pupil Services
 - Attendance Improvement
 - Dropout Prevention
 - Discipline
 - School Safety (Violence Prevention/SAVE)
 - Health Education
 - Health Services
 - Summer School
 - High School Reform
 - NCLB Title IVA Safe and Drug Free Schools and Communities
 - NCLB Title IVB 21st Century Community Learning Centers (21 CCLC)

- Provides oversight for the Department's:
 - Network of seven Student Support Services Regional Centers
 - New York State Center for School Safety (NYSCSS)
 - New York Statewide Center for Student Support Services (NYSCSSS)
 - New York State Center for School Health Services (NYSCSHS)
 - New York State Technical Assistance Center for 21 CCLC (NYSTAC - 21CCLC)

Chief, Bureau of School Health Education and Services
New York State Education Department, Albany, NY
February 1988 to April 1995

- Served as leading Department Specialist, in a supervisory and consultative capacity, for all levels of health education and health services. Provided leadership for the development, implementation and evaluation of statewide programs for HIV/AIDS education, Drug-Free Schools and Communities Act, Family Life Education, the Comprehensive School Health Education Demonstration Program, and the Nutrition Education and Training Program. Provided oversight for 20 regional offices and a \$35 million budget; supervised 20-25 professionals and five clerical staff.

- Served as Special Assistant to the Assistant Commissioner for Child, Family and Community Development. (1993-1995)

Administrator in Charge, Bureau of School Health Education and Services
New York State Education Department, Albany, NY
January 1983 to February 1988

- Served as leading Department Specialist, in a supervisory and consultative capacity, for all levels of health education and health services. Administered the statewide development of programs in health education and services and other related areas. Directed the development of grant proposals from private foundations and State and federal agencies to fund the development and implementation of innovative programs in health education and services.

State Coordinator, Nutrition Education and Training Program, Bureau of School Health Education and Services, New York State Education Department, Albany, NY
August 1979 to January 1983

- Developed a comprehensive State Plan for nutrition education within New York State. Provided leadership in dissemination of nutrition information to school nutrition educators. Provided guidance for planning, developing, and implementing training for nutrition educators and school service personnel. Served as Editorial Board member for the School Health Digest.
- Assisted with writing State nutrition curriculum; assumed responsibility for supervision of 22 regional nutrition coordinators; assisted in development of major outreach efforts and program policy awareness: nutrition education and training programs for teachers; procedures to evaluate the effectiveness of nutrition education programs; planned in-service training for regional nutrition coordinators; technical assistance for development of "High Feather" nutrition video series (reviewed and critiqued videotapes, conducted training workshops for regional nutrition coordinators and instructional Television (ITV) coordinators, wrote teacher's guide, assisted with development of public relations campaign).
- Served as Assistant Nutrition Coordinator, Nutrition Education and Training Program. (August 1979 - August 1981)

Home Economics Teacher, Saratoga Springs Junior High School, Saratoga Springs, NY
September 1972 to June 1979

- Taught courses in grades 7-9 including foods and nutrition, child development, clothing construction, human relationships, and consumer education. Designed and taught World Foods and Nutrition elective. Coordinated educational activities for International Food Day and Colonial Day. Supervised student teachers assigned from Plattsburgh State University College for four years which included oversight of all planning and preparation, guiding and evaluating student teacher progress.

Student Teacher, Madrid Waddington Central School, Madrid, NY
September to November 1971

Student Intern, Consumer Products Division, Corning Glass Works, Corning, NY
November 1971 to January 1972

- Designed displays for photographic advertising; wrote publicity releases; adapted and developed recipes in the test kitchen; worked as an interviewer in Corning Glass Works Opinion Center; traveled with field home economists created store displays; assisted with teaching the company classes at Syracuse University; interviewed newspaper columnists; wrote company reports.

Consumer Specialist, Clinton County Cooperative Extension, Plattsburgh, NY
Summer 1971

- Researched, wrote and taped daily television shows and radio spots dealing with consumer education. Edited a bi-monthly tri-county newsletter. Taught adult education extension programs.

EDUCATION/ CERTIFICATIONS	Sept. 2006	School District Administrator's Certification; St. Rose College, Albany, NY
	May 1977	M.S. Health Education; Russell Sage College, Albany, NY
	May 1972	B.S. Home Economics Education; State University College at Plattsburgh, NY

HONORS AND ACHIEVEMENTS	2006	New York State School Counselors Association: Award for Support and Advocacy to the School Counseling Profession
	2004	New York State Association for Health, Physical Education, Recreation and Dance: Bernard E. Hughes Award for Extraordinary Leadership
	2002	New York State Attendance Teachers Association: Award for Support and Dedication
	2000	New York State Association for Health, Physical Education, Recreation and Dance: Amazing People Lifetime Achievement Award in Health Education
	1998	New York State Federation of Professional Health Educators: Richard Silverman Award for Contributing Selflessly to Advocacy for Health Education
	1997	Centers for Disease Control, Division of Adolescent School Health: Award of Excellence for Imaginative and Creative Efforts
	1970-72	Phi Upsilon Omicron Honor Society (Treasurer, Reporter)
	1971	Marie Banks Scholar Award
	1970	Carl Perkins Scholar Award
	1968	Knights of Columbus Award for Leadership and Personal Development
	1968	Miss A & W, Northeastern United States: Award for Outstanding Customer Service
	1967	Youthpower Congress: Franklin County Delegate

PRESENTATIONS At professional organizations sponsored by:

Capital Area School District Association
Center for Disease Control: Division of Adolescent School Health
College of St. Rose
National Dropout Prevention Network
National Nutrition Education and Training Conference
New York State Association for Health, Physical Education, Recreation
New York State Association for School Counselors
New York State Association of Attendance Teachers
New York State Council of School Superintendents
New York State Federation of Professional Health Educators
New York State Parent Teachers Association
New York State School Boards Association
New York State Staff and Curriculum Development Network
New York State United Teachers
School Administrators Association of New York State
Testimonies: United State Congress and New York State Legislature
The Sage Colleges
United Way of New York State

**PROFESSIONAL
AFFILIATIONS**

National Staff Development Council (Learning Forward)
American Educational Research Association
American Association of Supervision and Curriculum Development
College of St. Rose
The Sage Colleges
Capital Area School Development Association
New York State Association for Health, Physical Education, Recreation and Dance
New York State Federation of Professional Health Educators

REFERENCES PROVIDED UPON REQUEST

Ann Netter

COMPETENCIES:

- Building Leadership
- School Improvement
- Data Analysis
- Common Formative Assessments
- PBIS
- Staff Development & Training
- Technology Integration
- Curriculum Development
- Evidence-based Observations
- RtI
- Differentiated Instruction
- Budget Analysis

EDUCATION AND CERTIFICATION:

Cortland State University, Cortland, NY C.A.S. – School Building and District Leader

Binghamton University, Binghamton, NY M.A.T. – Secondary Mathematics 7-12

Potsdam State University, Potsdam, NY B.A. – Honors Mathematics, Economics

NYS School Building Leader Initial Certification, 2/10

NYS School District Leader Professional Certification, 2/10

NYS Permanent Teaching Certification: Mathematics Grades 7-12, 9/02

PROFESSIONAL EXPERIENCE:

Albany City School District, William S. Hackett Middle School, Albany, NY, 1/12 - present

Middle School Mathematics Coach

- Support Principal in monitoring a balanced Math Program
- Assist teachers in analyzing CFA data to differentiate and improve classroom instruction
- Provide Professional Development and Model Lessons
- Work closely with teachers; monitoring instruction and providing necessary resources
- Assist with preparation, administration and scoring of NYS Mathematics Assessments
- Implement District and Building Goals; serve as a liaison between staff and District Supervisor
- Support NYSED Regulations related to Common Core Mathematics and AIS

Onondaga Cortland Madison Board of Cooperative Educational Services, Syracuse, NY, 7/10 - 1/12

Instructional Technology Integration Specialist

- Conducted various workshops and webinars related to Educational Technology integration
- Assisted teachers in revising lesson plans to incorporate Web 2.0 tools and 21st Century skills
- Developed ways to integrate Smart Boards and Mobile Devices into classroom learning
- Managed SchoolWorld website service, provided training and support to over a dozen schools
- Managed various Educational Software products, assisted schools with program implementation
- Created budgets and forecasts for all software services managed
- Generated proposals and purchase requisitions related to districts' software purchases

Liverpool Central School District, Soule Road Middle School, Liverpool, NY, 8/09 - 12/09

Administrative Internship – Assistant Principal

- Coordinated and implemented new after school program for at-risk students
- Conducted teacher observations and evaluations
- Evaluated district's middle school mathematics AIS program
- Assisted with the implementation of building-level RtI
- Monitored and assisted teacher under a teacher improvement plan
- Guided, disciplined, and supervised students
- Assisted the principal with building schedules

Fabius-Pompey Central School District, Middle-High School, Fabius, NY, 9/00 - 6/10

Secondary Mathematics Teacher

- 100% of Math B2 and 99% of Math 7 students I taught passed their 2009 NYS Math Exams
- Courses taught in various years: Math 7, Math A, Math B, Course II, Course III, and Pre-Calculus
- Created curriculum maps for Mathematics aligning curriculum to NYS standards
- Incorporated Smart Board technology and Web 2.0 technology into math lessons

C. Fred Johnson Middle School, Johnson City, NY, 4/00 - 6/00

Long-term Substitute Teacher – Mathematics/Reading Intervention

Binghamton East Middle School, Binghamton, NY, 9/99 - 12/99

8th Grade Student Teaching Internship

Binghamton University, Binghamton, NY, 8/99 - 12/99

College Algebra/Trigonometry Adjunct Instructor

LEADERSHIP ACTIVITIES:

Hudson Mohawk Valley Area Mathematics Conference Program Committee, 9/12 - present

Albany City School District Professional Development Committee, 9/12 - present

HMS Building Leadership Team, 9/12 – present

HMS Culture and Climate Committee, 1/12 - present

SRMS School Excellence Team, 8/09 -12/09

OCM BOCES Mathematics Curriculum Review Team, 3/09

Syracuse University Department of Mathematics Smart Board Workshop Presenter, 1/09

High School Drama Club Co-Advisor, 9/07 - 2/08

Middle School Math League Advisor, 9/06 - 6/07

F-P Technology Committee, 9/06 - 6/10

F-P Citizenship Committee, 9/05 - 6/10

F-P Curriculum Instruction and Review Team, 9/03 - 6/06

F-P Character Education Committee: “No-Bullying”, 9/04 - 6/05

Science Olympiad Coach, 9/02 - 6/03

RELATED PROFESSIONAL DEVELOPMENT:

CSDA Student Learning Objectives (Albany, NY), 9/12

Engage NY Network Team Institute (Albany, NY), 7/12

90/90/90 Common Formative Assessment Training (Albany, NY), 6/12

How Ready Are Our Schools for 21st Century Teaching and Learning (NYSAWA), 4/11

CNY 21: 21st Century Skills for the Future (OCM BOCES), 7/10

Legal Advice: Student Discipline (OCM BOCES), 12/09

Strategies That Build School Communities for Student Success (SUNY Cortland), 8/09

Understanding and Implementing RtI in the Classroom (ERS), 4/09

Syracuse University Summer Mathematics Institute: Algebra on Review 8/08

Reading and Writing Skills Essential to Meeting High Math Standards (IED), 10/05

Differentiating Instruction in Mixed Ability Classrooms (CNYTC), 3/05 - 4/05

PROFESSIONAL MEMBERSHIPS:

New York State Association for Computers and Technologies in Education

New York State Association for Supervision and Curriculum Development

New York State Association for Women in Administration

KATHY TERPENING



PROFESSIONAL EXPERIENCE

Technology Integration Specialist

September 2009 - June 2011

January 2013 - present

Watervliet City School District, Watervliet, NY

- Utilize technology systems and software including SMART Technologies Products (SMART Boards, SMART Response Systems, SMART slate, SMART Notebook software), Promethean ActiveBoard Systems, ActiveInspire Software
- Utilize and contribute to online support resources for interactive white boards such as SMART Exchange and Promethean Planet
- Conduct ongoing professional development training for the TAL Program (Technology to Advance Literacy)
- Provide embedded training on using technology to increase student performance
- Coordinate and facilitate building level professional learning communities on technology
- Design, collect, analyze, and present survey data regarding TAL program
- Serve as liaison between interactive white board users and IT professionals

Green Island Union Free School District, Green Island, NY

March 2011

- Conduct professional development for use of interactive white boards

Ketchum-Grande Memorial School, Charlton, NY

October 2012 - present

- Conduct embedded professional development for use of interactive white boards

Classroom Teacher

1977 – 2009

Watervliet City School District, Watervliet, NY

- Taught students in grades 3 and 6
- Co-taught mainstreamed/cluster classrooms using innovative approaches to teaching including cooperative learning and differentiated instruction
- Served on district and school-level committees including Cabinet (shared decision making team), Technology Committee, Policy Committee, and Curriculum Committee

EDUCATION

- Graduate Education Literacy, Russell Sage College, Troy, NY 1976-1981
College of Saint Rose, Albany, NY 1976-1981
- BS. ED in N-6 Education, State University of New York, Plattsburg, 1976

NEW YORK CERTIFICATIONS

Elementary Education N-6 – permanent

PROFESSIONAL AFFILIATIONS

New York State Association for Computers and Technologies in Education (NYSCATE)

Hamilton APPR Schedule

**PRE -SLO Given In
September
POST- SLO Given In May
and June Depending on
Subject**

Tenured Teachers 1 Formal Classroom Observation

- **1st Classroom Observation –*Formal Observation***
 - **Between Nov. 15th – January 10th**
 - Includes pre-conference & post conference
 - Pre-conference – up to 7 school days before observation
 - Post conference – up to 7 school days after observation

Tenured Teachers 1 Informal, Unannounced Observation

January 15th- February 15th

- **2nd Classroom Observation – *Informal Observation & Unannounced***
 - Should occur no sooner than 5 school days after the post conference, but within 20 school days of the post conference
 - Evidence shared with teacher in a modified post conference

Special Notes

- ***No classroom observations*** – 2 school days before or 2 school days after school recesses, and 1 school day before or 1 school day after a school holiday
 - These days – not counted toward the 20 school days listed above
 - Teachers can request additional focused observations
 - Observations screened through the NYSUT rubric
- Highest score recorded from all classroom observations and visits will be used in the final score

***Classroom Observations
Completed by May 1st for Tenured Teachers***

Additional Evidence

Additional evidence on the standards and selected elements not adequately covered by the evidence presented through the pre-conference, classroom observation and post-conference can be submitted by the teacher.

Teachers on Probation
3 Classroom Observations

2 formal observations & 1 unannounced

Formal Classroom Observation

- 1st Classroom Observation – *Formal Observation*
 - Between October 1 & December 1
 - Includes pre-conference & post conference
- Pre-conference – up to 7 school days before observation
- Post conference – up to 7 school days after observation
- 2nd Classroom Observation – *Formal Observation*
 - Date – Mutually agreed upon
 - Must take place during the 2nd Semester

Informal, Unannounced Observation

- *Informal Observation & Unannounced*
- Evidence shared with teacher in a modified post conference

Special Notes

- There should be at least 15 school days between classroom observations
- ***No classroom observations*** – 2 school days before or 2 school days after school recesses, and 1 school day before or 1 school day after a school holiday
 - These days – not counted toward the 20 school days listed above
 - Teachers can request additional focused observations
 - Observations screened through the NYSUT rubric
- Highest score recorded from all classroom observations and visits will be used in the final score

Classroom Observations

Completed by April 1st for Teachers on Probation

Notice of tenure recommendations & reappointments will be made by May 1st

Additional Evidence

Additional evidence on the standards and selected elements not adequately covered by the evidence presented through the pre-conference, classroom observation and post-conference can be submitted by the teacher.

Final Conference

Tenured Teachers & Teachers on Probation

- ✓ A year end session will be conducted to:
 - Review and discuss any additional evidence submitted
 - Review, discuss and score all elements covered by the 60 points
 - As a part of this session the parties should jointly develop the list of elements that will be the focus on the evaluation process for the next school year
- ✓ To the extent possible, final conferences should be completed by May 31st
- ✓ Special Notes
 - **For Tenured Teachers** – When the formal classroom observation was not conducted by the principal but another trained administrator, that evaluator shall be present
 - **For Teachers on Probation** – all parties involved in that teacher's evaluation shall be present

Not Evaluated with the NEW APPR Plan

Pre-K Teachers
Pupil Personnel Services (School social workers and psychologists)
Teacher Aides and Teaching Assistants
Speech Teachers
Teachers of adult, community, & continuing education
Substitutes (long term or otherwise)

NEXT STEPS

- **HEDI Scores Given to Teachers by the End of June**
- **Full APPR Score Calculated by the end of August after NYSED Test Scores are Available**
- **Teacher Improvement Plans (as appropriate) in place within 10 Days after the Start of School**

Alderidge Grade 1 HR 103 Section 1

Period	M	T	W	R	F	Legend
1 (8:10 - 8:20)	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading 1-7	Lunch
2 (8:20 - 8:30)	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading	Lunch
3 (8:30 - 8:40)	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading	Art
4 (8:40 - 8:50)	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading	Music
5 (8:50 - 9:00)	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading	PE
6 (9:00 - 9:10)	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading	Reading
7 (9:10 - 9:20)	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading	Writing
8 (9:20 - 9:30)	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading	Math
9 (9:30 - 9:40)	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading	Social Studies
10 (9:40 - 9:50)	Writing	Math - 9:40-10:40	Math - 9:40-10:40	Math - 9:40-10:40	Art (9:20-10:20)	Science
11 (9:50 - 10:00)	Writing	Math - 9:40-10:40	Math - 9:40-10:40	Math - 9:40-10:40	Art (9:20-10:20)	Comp Lab
12 (10:00 - 10:10)	Writing	Math - 9:40-10:40	Math - 9:40-10:40	Math - 9:40-10:40	Art (9:20-10:20)	Chorus
13 (10:10 - 10:20)	Writing	Math - 9:40-10:40	Math - 9:40-10:40	Math - 9:40-10:40	Art (9:20-10:20)	Chinese
14 (10:20 - 10:30)	Writing	Math - 9:40-10:40	Math - 9:40-10:40	Math - 9:40-10:40	Art (9:20-10:20)	Spanish
15 (10:30 - 10:40)	Writing	Math - 9:40-10:40	Math - 9:40-10:40	Math - 9:40-10:40	Writing 14-16	Unscheduled Time
16 (10:40 - 10:50)	Music (10:30-11:00)	Social Studies	Social Studies	Social Studies	Writing	
17 (10:50 - 11:00)	Music (10:30-11:00)	Social Studies	Social Studies	Social Studies		
18 (11:00 - 11:10)		Social Studies	Social Studies	Social Studies		
19 (11:10 - 11:20)	Lunch	Lunch	Lunch	Lunch	Lunch	
20 (11:20 - 11:30)	Lunch	Lunch	Lunch	Lunch	Lunch	
21 (11:30 - 11:40)	Lunch	Lunch	Lunch	Lunch	Lunch	
22 (11:40 - 11:50)	Lunch	Lunch	Lunch	Lunch	Lunch	
23 (11:50 - 12:00)	Lunch	Lunch	Lunch	Lunch	Lunch	
24 (12:00 - 12:10)	Math 12-1	Science	Science	Writing	Math 24-29	
25 (12:10 - 12:20)	Math 12-1	Science	Science	Writing	Math	
26 (12:20 - 12:30)	Math 12-1	Science	Science	Writing	Math	
27 (12:30 - 12:40)	Math 12-1			Writing	Math	
28 (12:40 - 12:50)	Math 12-1			Writing	Math	
29 (12:50 - 1:00)	Math 12-1	PE 12:50-1:30 O	PE 12:50-1:30 O	Writing	Math	
30 (1:00 - 1:10)	Science	PE 12:50-1:30 O	PE 12:50-1:30 O	Science	Math	
31 (1:10 - 1:20)	Science	PE 12:50-1:30 O	PE 12:50-1:30 O	Science	Math	
32 (1:20 - 1:30)	Science	PE 12:50-1:30 O	PE 12:50-1:30 O	Science	Math	
33 (1:30 - 1:40)	Social Studies	Writing	Writing	Science	Math	
34 (1:40 - 1:50)	Social Studies	Writing	Writing	Science	Math	
35 (1:50 - 2:00)	Social Studies	Writing	Writing	Science	Math	
36 (2:00-2:10)						

Bennett Grade 5 HR 209 Section 5

Period	M	T	W	R	F	CHANGE Legend
1 (8:10 - 8:20)	Music/Gurley	PE/Obman	Art/York	Music/Gurley	PE/Obman	Lunch
2 (8:20 - 8:30)	Music/Gurley	PE/Obman	Art/York	Music/Gurley	PE/Obman	Art
3 (8:30 - 8:40)	Music/Gurley	PE/Obman	Art/York	Music/Gurley	PE/Obman	Music
4 (8:40 - 8:50)		Unscheduled Time	Art/York		Unscheduled Time	
5 (8:50 - 9:00)	Math 5-10	Math	Art/York	Math 5-10	Math 5-10	PE
6 (9:00 - 9:10)	Math	Math	Math 7-12	Math	Math	Reading
7 (9:10 - 9:20)	Math	Math	Math	Math	Math	Writing
8 (9:20 - 9:30)	Math	Math	Math	Math	Math	Math
9 (9:30 - 9:40)	Math	Math	Math	Math	Math	Social Studies
10 (9:40 - 9:50)	Math	Math	Math	Math	Math	Science
11 (9:50 - 10:00)	Science 11-13	Science	Math	Science	Science	Art/lab
12 (10:00 - 10:10)	Science	Science	Math	Science	Science	Chorus
13 (10:10 - 10:20)	Science	Science	Science 13-15	Science	Science	Chinese
14 (10:20 - 10:30)	Reading 14-24	Reading	Science	Reading	Reading	Spanish
15 (10:30 - 10:40)	Reading	Reading	Science	Reading	Reading	Unscheduled Time
16 (10:40 - 10:50)	Reading	Reading	Reading	Reading	Reading	
17 (10:50 - 11:00)	Reading	Reading	Reading	Reading	Reading	
18 (11:00 - 11:10)	Reading	Reading	Reading	Reading	Reading	
19 (11:10 - 11:20)	Reading	Reading	Reading	Reading	Reading	
20 (11:20 - 11:30)	Reading	Reading	Reading	Reading	Reading	
21 (11:30 - 11:40)	Reading	Reading	Reading	Reading	Reading	
22 (11:40 - 11:50)	Reading	Reading	Reading	Reading	Reading	
23 (11:50 - 12:00)	Reading	Reading	Reading	Reading	Reading	
24 (12:00 - 12:10)	Reading	Reading	Reading	Reading	Reading	
25 (12:10 - 12:20)	Lunch 25-29	Lunch	Lunch	Lunch	Lunch	
26 (12:20 - 12:30)	Lunch	Lunch	Lunch	Lunch	Lunch	
27 (12:30 - 12:40)	Lunch	Lunch	Lunch	Lunch	Lunch	
28 (12:40 - 12:50)	Lunch	Lunch	Lunch	Lunch	Lunch	
29 (12:50 - 1:00)	Lunch	Lunch	Lunch	Lunch	Lunch	
30 (1:00 - 1:10)	Social Studies 30-32	Social Studies	Social Studies	Social Studies	Social Studies	
31 (1:10 - 1:20)	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	
32 (1:20 - 1:30)	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	
33 (1:30 - 1:40)	Writing 33-35	Writing	Writing	Writing	Writing	
34 (1:40 - 1:50)	Writing	Writing	Writing	Writing	Writing	
35 (1:50 - 2:00)	Writing	Writing	Writing	Writing	Writing	
36 (2:00 - 2:10)						