Syracuse City

SCSD

School District

SYRACUSE CITY SCHOOL DISTRICT

Department of Special Programs
725 Harrison Street · Syracuse, NY 13210
Phone 315·435·4140· Fax 315·435·4025

Sharon L. Contreras
Superintendent of Schools

February 28, 2014

New York State Education Department
Contracts Administration Unit, 501 W EB
89 Washington Avenue
Albany, New York 12234

Attn: Nell Brady, RFP # TA-14

To Whom It May Concern:

Enclosed please find one (1) original and one (1) copy of the Syracuse City School District's application for 1003(g) School Improvement Grant funding on behalf of HW Smith K-8 School. HW Smith's administration and staff have worked closely with the District to develop a whole-school redesign plan that meets all requirements under the Transformation Model. We are confident that you will find the documentation in order, and we look forward to your notification that it has been reviewed favorably.

Please do not hesitate to contact me in the meantime should you have any questions or concerns.

Sincerely,

Michael Puntschenko
Director of Special Programs
mpuntschenko@scsd.us

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:
Syracuse City School District	421800010000

Lead Contact (First Name, Last Name)
Michael Puntschenko

	Telephone	Fax Number	E-mail Address
Director of Special Programs	(315) 435-5840	(315) 435-4025	MPuntschenko@scsd.us

Legal School Name for the Priority School Identified in this Application	School Beds Code
HURLBUT W SMITH K-8 SCHOOL	421800010031

Grade Levels Served by the Priority School Identified in this Application	School NCES #
K-8	362859003863

Total Number of Students Served by the Priority School Identified in this Application	School Address (Street, City, Zip Code)
853	1130 Salt Springs Road 13224

School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround ☐	Restart ☐	Transformation ☒	Closure ☐

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) *Sharon L Contreras*	Date 2/27/14
Type or print the name and title of the Chief Administrative Officer	
Sharon L Contreras, Superintendent of Schools	

DO NOT WRITE IN THIS SPACE

RECEIVED

FEB 2 8 2014

CONTRACT ADMINISTRATION

SIG SUBMISSION CHECKLIST - *Turnaround, Restart,* and *Transformation Models*

Documents for Submission	Checked – applicant	Checked – SED
Application Cover Sheet *(with original signatures in <u>blue ink</u>)*	☒	☐
Proposal Narrative *(Including District-level Plan, School-level Plan)*	☒	☐
Attachment A Consultation and Collaboration Form	☒	☐
Attachment B School-level Baseline Data and Target Setting Chart	☒	☐
Attachment C Evidence of Partner Effectiveness Chart	☒	☐
Attachment D Budget Summary Chart	☒	☐
FS-10 Form for Year-One Implementation Period. FS-10 available here: http://www.oms.nysed.gov/cafe/forms/	☒	☐
Budget Narrative	☒	☐
Memorandum of Understanding *(only if proposing a Restart model)*	☐	☐

M/WBE Documents Package (containing original signatures)			
☐ Full Participation ☐ Request Partial Waiver ☒ Request Total Waiver			
Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	☐	☐	☒
M/WBE 100 Utilization Plan	☐	☐	N/A
M/WBE 102 Notice of Intent to Participate	☐	☐	N/A
EEO 100 Staffing Plan and Instructions	☐	☐	☒
M/WBE 105 Contractor's Good Faith Efforts	N/A	☐	☒
M/WBE 101 Request for Waiver Form and Instructions	N/A	☐	☒

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

Reviewer: _____ Date: _____

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NARRATIVE ATTACHMENTS

District-Level Section Attachments

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  - Board Resolution
  - Draft Memorandum of Understanding
  - Draft Election-to-Work Agreement
- *I Ca:* District Leadership Organizational Chart
- *I Da:* District-Offered Training
- *I Ga:* Attachment A: Consultation and Collaboration Form

School-Level Section Attachments

- *II Ba:* Attachment B: School-Level Baseline and Target Setting Chart
- *IIFa:* Attachment C: Evidence of Partner Effectiveness Chart
- *II Ga:* School Organizational Chart
- *II Gb:* Proposed APPR Implementation Timeline
- *II Ia:* Implementation Period School-Level Training, Support and PD Chart
- *Additional Documents:* Job Descriptions

BUDGET

- FS-10 Form for Year-One Implementation
- Attachment D: Budget Summary Chart
- Budget Narrative

M/WBE DOCUMENTATION

I. District-level Plan for a Transformation Model

I A. District Overview

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.

As a "Focus" district with 19 of its 30 schools identified as "Priority" schools, the Syracuse City School District (SCSD) is committed to turning around all of its underperforming schools by accelerating student achievement, closing achievement gaps, and ensuring that all students graduate high school with the skills and knowledge to prepare them for college and career success. Our **theory of action** regarding turnaround is that "if the seven principles of school turnaround (strong leadership, effective teachers, increased instructional time, rigorous instructional programs, use of data to inform instruction, safe and healthy students, and family and community engagement/school culture) are present and implemented in a systematic manner, *and* if we build capacity *and* if we hold appropriate stakeholders accountable, then students will make dramatic achievement gains and ours will be schools in good standing."

Our commitment is evidenced by bold steps taken to accelerate this turnaround. In July 2011 Superintendent Sharon Contreras, initiated comprehensive external reviews by nationally-recognized experts in school and district reform to review practices, processes and systems, and to identify areas for systemic improvement and transformation. Reviewers included: Collier Educational Consulting, LLC, Cross & Joftus, LLC, and Schoolhouse Partners, LLC. Areas identified for improvement included organizational structure, curriculum, recruitment, selection and deployment, professional development, evaluation, retention, and promotion.

In March 2012, Superintendent Contreras engaged representatives from various stakeholder groups in the development of a five-year Strategic Plan that contains a clear vision, mission, and goals, objectives and strategies that support our theory of action. The plan identifies a set of core measures and milestones at critical moments of a student's educational trajectory, and establishes an educational community that graduates every student as responsible, active citizens, prepared for success in college, careers and the global economy. In May of 2013, the Superintendent presented a Strategic Plan status update to the Board of Education. Major highlights included: new CCSS-aligned math and ELA curriculum frameworks and assessments; rollout and capacity building for the Teaching and Learning Framework, including professional development; development of a new incentivized teacher and school leader recruiting and hiring system with strategic compensation and career pathways; implementation of a multiyear "Advanced Management System" connecting evaluations, student performance data and curriculum management: and a focus on increasing and improving internal and external communications with all stakeholder groups.

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.

The SCSD is prepared to build upon its current initiatives, and has launched comprehensive district-wide transformation strategies that are focused on four high impact levers that incorporate the turnaround principles and will accomplish our desired goal of having all of our schools in good standing within three years of the implementation of these initiatives.

1) **Curriculum and Instructional Programs** -- Beginning in January 2012, teachers (K-12) were involved in writing a new curriculum that is aligned to the Common Core State Standards. In addition, we established and have been implementing a comprehensive professional development plan which has allowed us to provide our PreK-12 teachers with research-based instructional strategies in the areas of Data Driven instruction, ELA and Math. Through collaboration with the Syracuse Teachers Association we have been able to allow for common planning time in our schools, hold monthly job-embedded and after-school professional development for all teachers, and provide quarterly day-long Saturday Academies on topics that support the curricula and instructional programs. This professional development is often delivered by nationally recognized experts. *(Strong Instructional Program, Using Data to Inform Instruction)*

2) **High Quality Teaching and Leadership** - SCSD was among the very first cohort of districts to have a state-approved APPR plan. The plan's Teaching & Learning and Leadership frameworks and rubrics provide a common language that defines expectations aligned to the Common Core and links performance with incentives. (*Strong Leadership, Effective Teaching*)

3) **Innovation and District Structure** - The SCSD utilized school years 2012-13 and 2013-14 to plan for and fully implement an Innovation Zone (iZone), a buffered space within the district in which a cluster of seven low-performing schools are given the resources, autonomy, flexibility, and support needed to produce our desired outcomes of rapid and sustainable gains in student achievement. We will use what we have learned from the iZone as the catalyst for broader, district-wide reform. We will expand successful practices twith a focus on extending the school day and redesigning the schedule to a new cohort of five Priority Schools (Dr. King, Dr. Weeks, Franklin, HW Smith and Lincoln Schools), which will collectively be known as the Achievement Zone (or aZone). *(Redesigning the school day -- additional time for student learning and collaboration)*

4) **Standards of Service and Systems of Support** - District Central Offices have been redesigned to provide more support to school administrators, staff, students and families by increasing accountability and improving recruitment, hiring, supporting and retention mechanisms. We have created an Office of School Transformation and Innovation (**OSTI**) to provide customized support for our lowest performing schools. The OSTI provides a highly specialized school support staff with three core functions: streamlined support to pursue innovative and sustainable reform efforts; close monitoring of performance and outcomes; and engagement of stakeholders in the school transformation process. (*Safe school environment, climate, culture and Mechanisms for family and community engagement*)

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

In alignment with the Regents Reform Agenda and the review findings of external experts, significant initiatives have been undertaken in recent years to build upon current strengths, provide us with opportunities to transform our teaching and learning systems and establish a culture of high expectations and co-accountability. For example:

- The Superintendent led in the development and adoption of a comprehensive five-year strategic plan that serves as the framework for decision-making. The plan was updated in May 2013, highlighting the achievement of milestones for each Strategic Initiative.
- The APPR plan, with frameworks and rubrics for Leadership and for Teaching & Learning, was among the first approved by NYSED.
- The SCSD has provided extensive professional development on implementation of the CCSS in English Language Arts and Math, and on the new Teaching & Learning (T&L) Framework and Rubric. During the summer of 2013 alone, preK-12 teachers and stupport staff participated in over 4,000 hours of professional development.
- The SCSD is well on its way toward establishing a district-wide data-driven culture through its participation in Race to the Top Network Team training; turnkey training and intensive professional developmeent for teachers and leaders is currently ongoing.
- The District is working to develop and support a comprehensive end-state Teacher and Leader Effectiveness continuum, that will achieve a robust systems approach to recruitment, development, retention and equitable distribution of effective teachers and school leaders.
- The SCSD implemented an Innovation Zone (iZone) to provide models of educational excellence that will foster widespread educational reform throughout the District. Overseen by the newly-created Office of School Transformation and Innovation (OSTI) and with the expertise of external partners, the iZone has informed us of how to prioritize turnaround strategies and supports for chronically underperforming schools.
- The SCSD has, and will continue to, utilize National experts on education reform such as Insight for Education, Achievement Network, National Center for Time & Learning, Mass Insight, Cross & Joftus and the American Institute for Research that support our transformation efforts and build sustainability.

I B. Operational Autonomies

i. Describe the operational autonomies the LEA has created for the Priority School 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.

In exchange for greater accountability for performance results, the SCSD is providing at least three operational autonomies to principals in a cluster of Priority schools. These schools, located in the newly created Achievement Zone (aZone), will utilize autonomies that are different and unique from other schools throughout the SCSD.

1) Staffing – Firstly, school leaders in the aZone priority schools will have discretion over staffing. The agreement between Syracuse Teachers Association (STA) and the SCSD gives aZone principals the unique opportunity to review the quality of all staff and to retain only those who have the ability to be successful in the turnaround effort. aZone principals are also given responsibility to prevent ineffective teachers from transferring into their schools. Furthermore,

staffing in aZone schools will be by mutual consent, whereby both the principal and the candidate mutually agree to the job placement. (In all other district schools, teachers are assigned by central office staff based on certification vacancies created by such factors as retirement, leaves of absence, resignation and seniority). Accountability measures in this area include the fact that teachers electing to work in an aZone school must commit to and sign a year-to-year Election-to-Work Agreement (EWA), which defines the school's unique working conditions (including but not limited to professional development requirements, curricular program and length of the school day and/or school year). The principal will be given the authority to enforce the EWA. Staff who do not follow the terms and conditions contained therein may be required to transfer. Furthermore, principals will be held accountable for the quality and effectiveness of their teaching staff.

2) Use of Time During and After School – The instructional day and/or year in each aZone school will be Collaborative and will be extended by 300 hours beyond other schools with similar grade groupings (elementary, middle or K-8) throughout the SCSD. Furthermore, aZone schools will establish additional time to be dedicated to professional development, and school leaders will be given the autonomy to make innovative decisions about flexible use of such time. School-based planning teams will benefit from ongoing professional development, support and technical assistance from the National Center on Time and Learning, authors of *Time Well Spent: Eight Powerful Practices of Successful Expanded-Time Schools*. With their bolstered knowledge base, planning teams are currently designing proposals to restructure the school day and establish a schedule that meets both the instructional and socio-emotional needs of their students as well as the professional development needs of staff. For accountability purposes, TIME Collaborative leaders will review the proposed plans for high quality and sustainability, recommend modifications as necessary, and provide approval in time for the start of the 2014-2015 school year. The TIME Collaborative staff and planning teams will conduct ongoing monitoring to ensure that additional time is used in the most effective and appropriate way possible to improve achievement for students and to support professional learning for staff.

3) Educational Partner Selection – External reviewers recommended focusing on doing a few things well, because multiple initiatives driven by availability of funds had led to incoherence and inconsistency across the district. A conscious decision to follow reviewer recommendations was made and the Superintendent directed that programs and practices that were ineffective in achieving desired results be abandoned. Having analyzed results of school reviews (e.g. DTSDE reviews, JITs and SQRs), District-level leadership noted a number of common findings and recommendations among the aZone schools. Senior leadership identified potential partners to provide aZone-level support and conducted a rigorous vetting process to assess for clarity and strength, experience, evidence of success and capacity. The Chief Academic Officer then met with School Leadership Teams in each aZone school and provided information on a range of partners and services that had been so vetted. School teams, lead by the principals, weighed in and agreed upon the partners that will provide support at the outset. Each School Leadership Team has already begun to identify *additional* or *unique* school-level needs that might best be addressed by other organizations. With discretionary funding included in the SIG budget for external partnerships to support professional development and student enrichment at each school, the principal will submit recommendations for partner organizations to their supervisor. This process will ensure that each aZone school has access to proven, research-based strategies, and discretion

to choose appropriate partners to address those needs. Partners and principals will agree upon the scope and sequence of service, and partners will be held to these parameters. Following each professional development opportunity, staff will complete evaluation surveys and the principal will observe to ensure that new knowledge and skill is put into practice.

In exchange for the above referenced autonomies, principals in the targeted aZone schools will be held accountable for ensuring that the redesign plan is implemented with fidelity, that student achievement improves dramatically and that the school is removed from the Priority list by the 2016-17 school year. If—after a reasonable amount of technical assistance and support—the school fails to make progress, the leadership team in the school may be replaced.

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.*

The Board of Education is committed to providing Dr. King Elementary School and other schools in the Achievement Zone (aZone) with the appropriate autonomies, operating flexibility, resources, and support to reduce barriers and overly burdensome compliance requirements. As evidence of this support, the Board of Education passed a resolution (see *Attachment IBa: Supporting Labor-Management Documentation*) to approve the negotiation of an agreement between the Syracuse City School District and the Syracuse Teachers Association on February 24, 2014. This agreement will assure that the aZone schools shall continue to follow state and federal laws and regulations, however they shall be exempt from all Board Rules and District policies not directly tied to state and federal laws and regulations. Priority Schools will strive for a model of collaboration and shared decision-making at the school site, embodying freedoms from locally imposed constraints. Achievement Zone schools will be directly supported by the SCSD Office of School Transformation and Innovation (OSTI) and the Office of Teaching and Learning to reduce barriers and compliance requirements that other schools in the district have to navigate. The OSTI will work in collaboration with aZone school leadership and School Leadership Teams to set the school vision, create the annual school-specific agreements and achievement goals, coordinate the internal appeals process, draft aligned school reform/improvement goals and plans, and monitor performance and progress. A copy of the draft MOU is included in *Attachment IBa: Supporting Labor-Management Documentation.*

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.*

Included in *Attachment IBa* is a draft Election-to-Work Agreement (EWA) for the aZone (SIG Cohort 5 Priority Schools). The EWA will be signed by both the principal of the specified aZone school and the faculty member who elects to work in that school.

I C. District Accountability and Support

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*

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; and

iii. For each planned interaction, provide a timeframe and identify the specific person responsible for delivery.

The Syracuse City School District is fortunate to have a visionary superintendent at the helm to steer district and school turnaround efforts. Sharon L. Contreras, a 2010 graduate of the prestigious Broad Superintendent's Academy, attended Binghamton University where she earned a Bachelor of Arts degree in English Literature. She has also earned a Master of Arts in Teaching; a Master of Arts in English Literature and a Master of Science in Educational Administration from the University of Wisconsin-Madison. She is currently completing her Ph.D. in Educational Leadership and Policy Studies at the University of Wisconsin-Madison where she is a dissertator.

Ms. Contreras has served as a high school teacher, curriculum specialist, principal, area supertintendent and assistant superintendent in Rockford, IL; the Chief Academic Officer of Clayton County Public Schools in Jonesboro, Georgia, where she is credited for developing a rigorous K-12 curriculum, expanding Advanced Placement and gifted programming, introducing research-based interventions for struggling students, developing a research and evaluation department and parent information/registration center, and significantly improving the high-school graduation rate; and --just prior to her transition to Syracuse--the Chief Academic Officer for Providence Public Schools, where she implemented an Aligned Instructional System, improved the graduation rate, and rolled out a Pathways to Prosperity initiative to provide high school students with greater access to college and careers.

In her first two-and-a-half years in Syracuse, Ms. Contreras successfully led the SCSD in the development and adoption of *Great Expectations, Syracuse City School District's Stragetic Plan (2012-2017)*. With resounding support from the Board of Education and the Syracuse community, the five-year strategic plan defines the important work the district must undertake to ensure the realization of its vision: "to become the most improved urban school district in America."

As can be seen in the attached organizational chart (*Attachment I Ca: District Leadership Org Chart*), SCSD's Priority schools are overseen and supported by the Office of School Transformation and Innovation ("OSTI"), a streamlined, "lean" department newly created in 2012 to provide efficient support to HW Smith K-8 School and other Priority schools identified for SCSD's Innovation Zone ("iZone") and Achievement Zone ("aZone"). Overseeing the iZone and collaborating with the Teaching and Learning Department is the Executive Director of Turnaround, Zheadric Barbra, Ed.D., who is credited with leading the successful turnaround of Carson Middle School in Greensboro, Georgia. Under his principalship, Carson Middle School made AYP in 2010 for the first time in four years, decreased the achievement gap between white and black subgroups to 6% in Math and 3% in ELA/Reading from 2008 to 2010, increased

writing proficiency on the Georgia Middle Grades Writing Assessment from 58% in 2009 to 78% in 2011, decreased discipline referrals by 64% between 2008 to 2010, decreased the amount spent on substitute pay by over 70% between 2007 to 2010, helped develop and implement a system-wide Standard Code of Dress for students, and launched a 10-minute health/wellness break for all students after lunch daily. As a result, he was recognized by the National Alliance of Black School Education as Principal of the Year in 2011.

The SCSD is seeking to employ an individual with similar qualifications to serve as the Achievement Zone Director, oversing schools in the aZone. Together this individual and Dr. Barbra will benefit from a small, focused support staff to maintain an embedded presence in iZone and aZone schools: a Director of Operations to ensure a direct line of response to physical plant, data, IT and other operational needs; and a Community Outreach Coordinator to support the principal and leadership team in engaging families, neighborhood organizations, and external partners in aligned and proactive ways. Working together with the principals and leadership teams in a small subset of the district's schools, the roles of these indivuals will focus specifically on streamlined support to the Priority schools for which they have responsibility. They will be distinguished in part for the following key dispositional attributes: a get-it-done, no-excuses attitude; relentless focus on the learning and well-being of all students; and the willingness to individualize and differentiate supports offered in different buildings.

The Director of Operations and Community Outreach Coordinator currently working in the iZone will now assume these roles in the aZone as well. This will enable the District to manage resources but also more effectively implement the redesign efforts in the aZone through lessons learned and efficiency of scale.

The school-based ELA and Mathematics Instructional Coaches will also play key roles in offering unique support to teachers at HW Smith. Every Instructional Coach will be selected in part for his or her ability to provide high quality, job-embedded professional development in not just content, but also key turnaround competencies (e.g., positive classroom management techniques and engaging and culturally-relevant instruction).

The district-level organizational chart reflects the direct-line support to Priority schools available from all departments of the SCSD, including Accountability, Operations, Personnel/Talent Management, and Finance. Chief Officers are in the process of identifying effective employees in each department who will serve as a cross-functional work team dedicated to fast-tracking key services to Priority schools. Both principals and the OSTI staffers who directly support them will be able to streamline bureaucratic processes, pick up their phones and reach out directly to members of the cross-functional aZone work team. Lastly, it is vital that aZone schools work in close alignment with the district's Office of Teaching and Learning, to ensure that all teachers benefit optimally from the outstanding initiatives underway to develop both materials and capacity for rigorous Common Core instruction. To streamline communications and ensure clarity and alignment, the Instructional Coaches who support each school will collaborate actively with their colleague coaches and content area supervisors from across the district. The aZone Director serves as the key liaison and support for aZone school principals, attending requisite meetings and communicating key messages so that school leaders can keep their attention focused relentlessly on their individual school buildings.

All structured interactions between district and aZone school leadership will be regularly scheduled (per the table below) and guided by clear protocols to ensure time is well spent and that meetings remain data-driven, results-oriented, and anchored in a Plan-Do-Study-Act cycle to ensure continuous process improvement. As a recipient of NYSED's grant for Systemic Supports for District and School Turnaround, SCSD has been actively supported in this important work by our external partner, Mass Insight Education's School Turnaround Group. We are also pleased to serve as a pilot district for DataCation in the development and early implementation of an adaptive data dashboard that will empower our OSTI and principals to monitor and assess school-level change on a regular and ongoing basis.

Timeframe of Key Interactions and Persons Responsible

Interaction	Persons Reponsible	Timeframe
School-level Data Dashboards (operational and achievement data)	Conducted by aZone Director with school admin. team (requires Accountability support in timely generation)	Every two weeks through 2014-15; thereafter may be extended by aZone Director to every 3-4 weeks on a school-by-school basis
aZone Operations Action meetings	OSTI Operations Coordinator and members of district cross-functional work team	Weekly, utilizing Action Steps protocol created by Mass Insight STG
Math Coach Academy, Literacy Coach Academy, Teaching & Learning meetings	Organized by Chief Academic Officer and Teaching & Learning Supervisors, attended by all school-level coaches	Staggered every two weeks and organized by Chief Academic Officer and Teaching & Learning supervisors
OSTI School-Support focus meetings	OSTI staff internal meeting led by aZone Director	Weekly, utilizing OSTI Action protocol created by Mass Insight STG
SCSD Senior Staff meetings	Organized by Superintendent or Chief of Staff, attended by aZone Director	Weekly Senior Staff
BOE updates and workshops	aZone Director and other OSTI staff as appropriate	Quarterly or as requested by Superintendent of Schools
Regular school-level meetings with external partners, including ANet, Insight Education Group, AFT, and Pearson	Principals and their School Leadership Teams	As determined by the Principal
NYSED quality updates and supports	aZone Director, CAO, OSTI staff, Director of Special Programs	As determined by NYSED

I D. Teacher and Leader Pipeline

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.*

The SCSD seeks to recruit and select highly effective teachers and principals as early as possible through a comprehensive set of recruitment strategies and rigorous yet candidate-friendly selection processes. The SCSD has demonstrated the capacity to attract large numbers of candidates with a range of prior experiences from the Central New York region and beyond to lead and teach in high-poverty, high-minority schools, particularly through the SCSD's experience staffing seven Innovation Zone schools that launched in the fall of 2013. This school year, the SCSD has further expanded and improved its recruitment efforts, preparing the SCSD to meet the goal of selecting high-quality candidates for all forecasted school leadership vacancies and at least 50% of forecasted teacher vacancies by the end of April 2014, and then filling all remaining known vacancies by the end of June 2014.

The SCSD demonstrated its capacity to meet ambitious recruitment goals most clearly last year. For the 2013-2014 school year, the SCSD hired more than 170 teachers and ancillary staff, along with 8 new principals and 2 new vice principals, coinciding with the launch of turnaround and transformation models in the SCSD's seven Innovation Zone schools. This was a significant increase in the number of vacancies, after several years with no more than 100 teacher and ancillary staff vacancies annually. Meanwhile, the majority of these new hires were selected to work specifically in one of the iZone schools. The SCSD staffed roughly 350 teaching positions in the seven iZone schools completely through a new mutual consent process; every returning, transferring or new teacher in an iZone school chose (and was specifically selected) to work in that school. Through collaboration between the SCSD's Office of Talent Management, Office of School Transformation and Innovation, and principals, the SCSD successfully identified high-quality candidates with a specific commitment to teach in high-poverty, high-minority, historically low-performing schools.

This year, the SCSD has developed several new components to its comprehensive strategy to attract great educators to the District's 30 schools, especially the schools that have historically struggled the most:
- First, the SCSD created vacancy projection models for teacher and school leader positions, which allow District leaders to more strategically plan recruitment activities.
- Second, the SCSD has launched a marketing and branding campaign with a brand new recruitment website for active and passive job seekers: www.JoinSyracuseCitySchools.com.
- Third, the SCSD has continued expansion and diversification of job advertising through such means as: targeting teacher and leader preparation programs (including those at historically black IHEs and those with strong reputations for producing excellent educators); paid advertisements in Education Week's Top School Jobs and Monster.com; social media including job-specific accounts on Facebook, Twitter, Instagram, and (again) Linkedin; representation at more diverse, on-site recruitment fairs; and increasing the number of formal partnerships with educator programs at colleges and universities, including a new teacher residency program for high-need subject areas at Syracuse University.

- Fourth, in partnership with SUPES Academy, the Superintendent launched a new Syracuse Aspiring Leaders Academy (SALA) in the 2013-2014 school year to build a stronger pipeline of internal candidates for future school leadership opportunities.
- Finally, the SCSD is ensuring that, as the District builds a deeper and wider pool of applicants, we are also training and selecting candidates from within that pool with greater precision than ever before.

While making these improvements, the SCSD is also continuing best practices in its selection processes. For candidates who are invited to interview for teaching and leadership positions, the SCSD uses rigorous selection processes, grounded in rubrics for assessing candidates on core competencies of instruction and leadership. The teacher selection rubric is fully aligned with the SCSD's Teaching and Learning Framework, which was approved by the New York State Education Department. Similarly, the school leader selection rubric is fully aligned with the SCSD's Building Leadership Framework, which was also approved by NYSED. Stakeholder agreement was garnered on necessary core competencies for teachers and leaders to ensure that all students have access to a high-quality education and can achieve the highest possible academic outcomes.

Continuing another strategy that was used in recruitment for the 2013-2014 school year, the SCSD is also offering signing bonuses to effective teachers who agree to work in a lower-performing school and to all new principal hires. The $1,000 signing bonuses for teachers and $10,000 signing bonuses for principals serve as additional recruitment incentives to increase the number of highly effective teachers and school leaders serving the SCSD's neediest populations. The District is committed to continuing and expanding the practice of hiring teachers and other staff through mutual consent, given that this has been shown to lead to greater satisfaction, high levels of effectiveness, and longer retention.

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.

In the 2012-2013 school year, the SCSD hired Cross & Joftus consultants to redesign the hiring processes for teachers and school leaders. For candidates who are invited to interview for teaching and leadership positions, the SCSD uses rigorous selection processes, grounded in rubrics for assessing candidates on core competencies of instruction and leadership. The teacher selection rubric is fully aligned with the SCSD's Teaching and Learning Framework, which was approved by the New York State Education Department. This framework focuses on the practices that are particularly effective in teaching students of color, students with disabilities, English language learners, and low-income students. The SCSD's teacher hiring process components, screening tools (including the EPI, which uses a comparable four-domain framework of effective instructional practice), and scoring mechanisms are all linked to the core competencies of the SCSD Teaching and Learning Framework. Similarly, the school leader selection rubric is fully aligned with the SCSD's Building Leadership Framework, which was also approved by the New York State Education Department. Stakeholder agreement was garnered on necessary core competencies for teachers and leaders to ensure that all students have access to a high-quality education and can achieve the highest possible academic outcomes.

The revised process for hiring teachers includes: early recruitment of highly effective candidates, more rigorous application screening, initial interview, teaching demonstration/video, reference checks, and school site interview. The SCSD began using a new online application (PATS) on December 20, 2012. This year, the SCSD continues to use these best practices for selection of candidates, while transitioning to a new, more user-friendly online application system (TeacherMatch) that also includes a research-based online assessment for teacher applicants.

A major change in the hiring process is the specific focus on both a review of teaching materials and a teaching demonstration, which are evaluated and scored with the core competency rubric. Candidates must also demonstrate knowledge of pedagogy and content areas. Candidates will be required to complete performance tasks and role play scenarios. Staff involved in the hiring process were trained in using these tools. SCSD's top teaching experts (e.g., "superstar" teacher leaders, coaches or department heads) will assist in the review of candidates. Half of all new teachers will be selected by the end of April and the rest of the District's known vacancies will be filled by the end of June, ensuring new hires are fully prepared for the start of the school year.

The process for hiring new principals and leaders includes: early recruitment of highly effective candidates; more rigorous application screening; initial interview; reference checks; on-site interview components including question-and-answer sessions, a data task, and a teacher observation activity; a stakeholder interview; and superintendent approval. A rubric will guide each step of the process. During the application process, the candidates will create a vision for the school, which includes data-driven decision-making. They will discuss their leadership and education philosophy, participate in role-plays, and complete performance tasks. All new principals will be selected by the end of March, with the first selections made in February.

The annual budget process is crucial to the timely and effective staffing of classrooms with high-quality teachers. The SCSD budget is normally first approved by the Board of Education in March and is typically finalized in April. Because the SCSD has faced a series of significant budget reductions in recent years, positions have been reduced each year, creating a cascading effect as teachers with most seniority in their tenure area are moved into remaining positions.

To minimize these challenges, the District created new vacancy forecasting models so that the budget timeline does not unnecessarily delay hiring. These vacancy projection models for teacher and school leader positions allow District leaders to expedite hiring. With the confidence engendered by the data provided through this new tool, the SCSD has committed to select new teachers for at least 50% of anticipated teacher vacancies by the end of April this year. Expediting hiring based on data-based vacancy forecasts will allow SCSD to recruit and secure top talent for district classrooms, rather than waiting until the summer when the best candidates have already accepted positions in other districts.

Meanwhile, the SCSD is ensuring that, as the District builds a deeper and wider pool of applicants, we are also selecting candidates from within that pool with greater precision than ever before. From the www.JoinSyracuseCitySchools.com website, potential applicants can link directly to the SCSD job board and apply for one or multiple jobs through an online application. All certified staff now apply through a new www.TeacherMatch.com platform, which is another

improvement over last year, when the District already improved its processes dramatically by moving to an all-online application system. Teacher applicants must now complete, as part of their initial application, a research-based online assessment that measures pedagogical skills, attitudinal factors, and cognitive ability. TeacherMatch created this assessment – called the Educator's Professional Inventory (EPI) – in partnership with a variety of organizations including the University of Chicago, NWEA (known for the design and implementation of MAP adaptive student assessments), and Education Analytics, which was founded by researchers from the Value-Added Research Center of the University of Wisconsin-Madison. This assessment tool is helping the SCSD identify those teachers that will both challenge and support students in the classroom. The data provided by this assessment also helps expedite the selection process for teachers because District staff can prioritize follow-ups and interviews with candidates who the EPI predicts will have the most success in increasing student achievement levels in Syracuse classrooms.

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.

Leaders selected to assume the role of principals and assistant principals in the aZone schools will participate in a variety of district-wide training programs that have been newly developed for schools in the aZone who are implementing turnaround and transformation models. The capacity-building leadership trainings are outlined in detail in the district-wide trainings chart that is required for District-level Section I D v. Additionally, all aZone school leaders will participate in district-wide training with non-aZone leaders. These trainings are also outlined in the chart. SCSD has historically provided a Summer Leadership Institute and monthly Principal Leadership Academies throughout the school year. These professional development initiatives have been funded through the Title I 1003 (a) ELA and STEM Enrichment, Professional Development in Advanced Coursework and Leadership Academies grants and Title IIA: Teacher and Leader Recruitment and PD. The Summer Leadership Institutes and school-year Leadership Academies cover such topics as: Leadership of the Common Core/CCSS Scope and Sequence as reflected in the SCSD curriculum, Five Pivotal Practices that Shape Instructional Leadership, and Developing Shared Understanding of the new APPR Requirements through actionable feedback in teacher effectiveness.

In addition, the Syracuse City School District has partnered with The SUPES Academy to develop and implement a program that will build the capacity of current and aspiring principals as they lead their schools through the implementation of rigorous curricular and instructional practices aligned with the Common Core Learning Standards. The program, referred to as the Syracuse Aspiring Leaders Academy (SALA), will build the capacity of principals to effectively lead their schools in such a way as to foster an increase in achievement levels for all students. The SALA program will include eight (8) on-site training sessions, each focused on seven (7) key topics designed to build the capacity of leaders to be successful in leading dramatic change in

low-achieving schools. The SUPES Academy will also develop and monitor Individual Learning Plans for each of the principals or aspiring principals that participate in the SALA program. Lastly, the SUPES Academy will provide 1-on-1 coaching and mentoring for each participant by experienced administrators who have a proven track record of success in urban school leadership. These mentors will make on-site visits, regular telephone check-ins, and provide in-the-moment telephone and email support to participants. It is the intention of the District to interview these SUPES Academy graduates to lead the new school designs proposed in this application and hire the best candidate from this pool of aspiring leaders.

The SCSD's goals of effective leader development include: (1) All leaders will develop skills on effective ways to create, manage, and maintain an improvement mindset with their staff and school communities. This skill development will be reflected in Teaching and Learning consultant quarterly reports, and feedback from staff, students, and parents; and (2) All leaders will manage staff, data and school process in ways that foster school improvement. This will be measured by: instructional staff adjusting teaching methods based on review of data (administrative, instructional coaches and consutlant walk-throughs will observe changes in teaching methods), data meeting schedules and meeting minutes, and improved school climate as observed in administrative walk-throughs, as well as student and parent feedback.

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. *

The SCSD provides ongoing, high-quality training and support to ensure teachers in low-performing schools have the capacity to effectively instruct students. New, district-wide training programs, detailed in *Attachment I Da: District-Offered Training*, have been specifically designed to support teachers in the aZone schools. Additionally, all aZone school teachers will participate in district-wide professional development designed to build capactity of *all* teachers. These trainings are also outlined in the chart. Historically, SCSD has provided district-wide training for teachers using funds provided through such sources as the General Fund, and Title I, Title IIA, Title III, and Title I 1003(a) School Improvement Grants. Since 2011, teachers have participated in trainings that included but were not limited to such topics as: Data-Driven Instruction, Common Core Learning Standards, Annual Professional Performane Review, Instructional Framework, Curriculum Orientation, Sheltered Instruction Observation Protocol (SIOP), Danielson/Teachscape, and team-building. Instructional staff have not yet been selected for the transformation and turnaround schools, therefore we cannot identify if aZone school instructional staff emerged from trainings previously provided by the district. The aZone teacher training programs are new to the district and the goal is to dramatically improve student academic achievement, which will be measured by performance on local and State assessment tests.

v. Identify in chart form, the district-offered training events for items "iii & iv" above, scheduled during the year-one implementation period (June 1, 2014 - June 30. 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.

Attachment I Da: District-Offered Training contains a chart reflecting training events for teachers and leaders to occur during the year-one implementation period.

I E. External Partner Recruitment, Screening, and Matching

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.

The SCSD has a rigorous process for identifying, screening, selecting, matching and evaluating partner organizations that will provide critical services in support of intervention efforts in Priority schools. Working with the identified schools, we assessed needs in light of findings from external reviews. We then researched potential partners, by looking at other districts with similar needs and student populations. We reviewed the What Works Clearinghouse and contacted external experts on school turnaround to assist us in the identification of potential partners who could address our identified needs.

Finally, we used a rubric to determine whether partners' services were insufficient, met our criteria, or exceeded those criteria. Criteria included: 1) clarity and strength of the organization's model and whether it provides exceptional innovative approaches; 2) experience and ability to replicate success in school turnaround including success of hired staff and supporting partners; 3) evidence of sufficient research and theoretical base to support; 4) governance structure and qualifications of key staff, including effectiveness; and 5) substantiation and explanation of the costs of the scope of work.

Reviewing their record of success in addressing the identified needs of our schools, we consulted with these partners for clarification on services they could provide. This information was shared with the School Leadership Teams at the targeted priority schools who resoundingly agreed that the recommended partners would suit their school-level needs. This school will use the same due diligence process in determining other partnerships that may be necessary to support the school redesign plan as it evolves.

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.

Inherent in the philosophy behind the aZone is the notion of reducing operational or bureaucratic barriers. In that schools in the aZone represent the very lowest performing schools in the SCSD, their needs will take precedence over other schools in the district. The Superintendent is committed to ensuring that purchase requisitions, contracts and work orders for goods and services needed to support targeted schools will be expedited. In some cases, identified partnerships have *already* been formalized, and experts are actively working to support school and district turnaround efforts. Mass Insight's School Turnaround Group (STG), for example, has

been working closely with the OSTI and iZone principals to frame their whole-school redesign plans. A parallel process will take place with aZone school leaders, supported by Insight Education Group.

Moving forward, under the leadership of the Director of the Achievement Zone, principals in each aZone school will work with their School Leadership Teams to identify and prioritize additional needs, and to select *additional* partners or supporting organizations accordingly. The Office of School Turnaround has already begun to streamline the procurement and budget timeline processes to ensure that barriers and wait time are removed. Given notification of a SIG award in April or May, we can assure that all necessary processes for securing external partner support and for making purchases (including MOAs, requisitions and contracts) will be completed in time for project implementation on June 1, 2014.

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.

Having analyzed results of school reviews (e.g., IIT, DTSDE, JIT and SQR Reviews), District-level leadership noted a number of common findings and recommendations. Senior leadership identified potential partners to provide aZone-level support and—following the rigorous process described in E.i.—assessed them for clarity and strength, experience, evidence of success and capacity. The Chief Academic Office then met with each School Leadership Team and provided information on a wide range of partners and services that had been so vetted. These teams, lead by the principals, keyed in and agreed upon the partners that will provide support at the outset.

Each principal, in coordination with his/her School Leadership Team, has already begun to identify additional school-level needs that might best be addressed by other organizations. The principal will submit recommendations for school-based partnership to the Director of the Achievement Zone. This process will ensure that each Priority school has access to proven, research-based strategies and effective partners. The Office of School Transformation and Innovation (OSTI) will ensure that any barriers to utilization of selected services are removed and that partner services will be available during the pre-implementation phase and the start-up of the new school year.

I F. Enrollment and Retention Polices, Practices, and Strategies

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.

HW Smith School currently enrolls 853 students, of whom 16.6% are English language learners and 14.2% are students with disabilities. As reflected in the chart below, HW Smith serves a higher proportion of ELLs than the District's 12%, and significantly fewer SWDs than the District's rate of 19%. HW Smith K-8 is located on the City's East side. As a major resettlement

area in NYS, our growing refugee and immigrant populations have fueled growth in specific neighborhoods, which has led to increases in the ELL population in their neighborhood schools (of which HW Smith is one).

	% SWDs	% ELLs	Grade 3 % not meeting standards		Grade 4 % not meeting standards		Grade 5 % not meeting standards		Grade 6 % not meeting standards		Grade 7 % not meeting standards		Grade 8 % not meeting standards	
			ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
HW Smith	14.2	16.6	87.3	90.5	87.3	88.9	94.5	94.9	94.2	95.5	86.0	90.9	93.4	97.1
SCSD	19.0	12.0	90.8	91.8	90.8	88.7	92.1	93.8	92.4	92.9	91.7	95.3	90.1	96.8

Data Source: April 2013 NY State Grades 3-8 English Language Arts and Math Assessment results; not meeting the standards is defined as scoring at levels 1 and 2. SWD and ELL data were derived from 2013-14 NYS BEDS data.

The percent of students at HW Smith who do not meet NYS standards in ELA and math exceeds the District on nearly every measure. Believing that this could in large part be due to the need for strong instructional leadership, HW Smith PreK-8 is proposing to implement the Transformation Model, which requires that the principal be replaced and that instructional staff who remain ineffective even after ample professional opportunities be removed. It is expected that these staff changes--in concert with the proposed whole-school redesign efforts that incorporate the requisite seven principles and a plan to meet the varying needs of HW Smith PreK-8's student population--will reverse student achievement trends and close the gap between HW Smith PreK-8 and other schools in the SCSD.

ii. 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.

SCSD serves more than 21,000 students of diverse racial, cultural and socio-economic backgrounds in grades preK-12. Currently, 19% of SCSD students have been identified as having special education needs, 12% are ELLs, and 91.4% of SCSD students performed below proficiency on the NYS ELA assessments in 2013 (93.2% on the math assessments). SCSD's mission is to build, support and sustain school communities that provide *all* students with a high-quality education that prepares them to graduate as responsible, active citizens ready for success in college and careers and prepared to compete in a global economy.

Following comprehensive external diagnostic reviews of the district's practices, processes and systems, SCSD enacted a five-year Strategic Plan to serve as a framework to ensure that *all* students have increasing access to diverse and high-quality school programs through the implementation of five reform-based goals. Pertaining specifically to SWDs and ELLs, Goal 3 of the Strategic Plan calls for the development of an infrastructure to support student success. The underlying strategies include changing the service-delivery model for ELLs to encourage successful transition to English in accord with the research on second language acquisition and in recognition of the academic and social benefits of bi-literacy; and initiating a multi-year process to restructure the service-delivery model for SWDs, aligning special education services to the Response to Intervention (RTI) model, and developing a streamlined identification process.

In addition, the Directors of Special Education and ELL/Bilingual & LOTE work closely with each school and central office administration to ensure that the needs of SWDs and ELLs are met across the educational spectrum. Special Education School Improvement Specialists (SE-SIS) and ESL specialists (including the Director of ELL/Bilingual, the ESL/Bilingual Instructional Specialist, and representatives from the R-BERN) are integral members of the comprehensive school and district review teams. Furthermore, Special Education Quality Assurance Reviews are conducted by NYSED annually to assess the district's performance in ensuring SWDs' access to the general education curriculum. Thorough reviews of SCSD ESL programming are conducted annually by NYSED and SCSD administrators and throughout the year by the SCSD ELL AMAO Corrective Action Plan Team. SWDs' and ELLs' access to diverse and high-quality school programs across the district is further assured by the following: the annual review process of student IEPs; district-wide professional development for all teachers on the CCLS, Sheltered Instruction Observation Protocol (SIOP) and differentiating instruction; provision of assistive technology, appropriate level curriculum materials, and native language texts; and school/home communication translated into multiple languages to ensure broader awareness and access to extracurricular opportunities and summer programs for students. SCSD also employs bilingual, bicultural Nationality Workers to assist with home/school communications.

iii. *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.*

SCSD ensures that a full continuum of special education services and ESL programming is equitably balanced and distributed across all schools in the District, thus Priority and non-Priority schools in the SCSD receive equitable shares of English language learners and students with disabilities. The District utilizes a central registration process with formalized procedures and protocols to ensure that SWDs and ELLs are appropriately placed during the initial enrollment process in schools with capacity to provide services for students with extenuating needs. SCSD follows a neighborhood schools philosophy, whereby placements are based primarily on a student's residency. Consideration is also given to the enrollment location of siblings, but it is not SCSD policy to consider student proficiency levels in making decisions regarding school placement.

I G. District-level Labor and Management Consultation and Collaboration

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

At the district level, all schools are guided by the goals and initiatives laid out in the five-year strategic plan, *Great Expectations 2012-2017*, which also serves as the basis for the District Comprehensive Improvement Plan (DCIP). The presidents of both STA (teachers) and SAAS (administrators) were members of the Core Planning Team and participated actively in an intensive, collaborative process of drafting, discussion, and community review between March and June of 2012. The strategic plan's five goals express a firm commitment to impacting all three components of the instructional core (students, teachers, and content) as well as moving the

district itself toward becoming a high-performing organization with a true culture of accountability for student achievement.

Collaborative, constructive conversation between STA, SAAS, and SCSD has been a distinctive hallmark of the district under the leadership of Superintendent Sharon Contreras, as evidenced by the successful negotiation of an APPR agreement that was one of the first approved by NYSED in 2012. After additional months of negotiation, union and district leadership's shared commitment to the students of Syracuse has also allowed them to craft and agree upon a groundbreaking Memorandum of Understanding that will allow flexible working conditions and innovative staffing practices in SCSD's targeted Priority schools, including utilization of an Election-to-Work Agreement that underscores each teacher's personal dedication to turning around Priority schools such as HW Smith. This commitment to collaboration for improvement extends to the 2014-2015 Priority schools to collectively become the SCSD's aZone.

Specific to the process of developing the proposed SIG implementation plan, the Chief Academic Officer, Director of School Reform and Executive Director of Turnaround have provided professional development and technical assistance to all Priority schools, assisting them in planning to implement accountability mandates associated with New York State's ESEA Waiver. The Superintendent and Chief Academic Officer met collectively with the principals of all targeted priority schools in Januray or February 2014 to assess progress and offer technical assistance. Prior to this meeting, the Chief Academic Officer and President of Syracuse Teachers' Association met with the School Leadership Team of HW Smith on November 13, 2013, January 16, and February 13, 2014 to ensure school-level consultation and collaboration in the process. The proposed plan is a reflection of many months of collaborative work among and between district, school and union leadership.

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

The Consultation and Collaboration Form is included in Attachment A.

II. School-level Plan for Transformation

II A. School Overview

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

HW Smith K-8 School proposes to implement the School Transformation Model to achieve dramatic school-level change. In alignment with the NYS Regents Reform Agenda and SCSD's five-year Strategic Plan, the **mission** of HW Smith K-8 School is to create a rigorous academic environment where instruction is data-driven and aligned to Common Core State Standards for college and career readiness; by creating a sense of community with our ongoing celebration of diversity and strong collaboration with parents and community partners, we will challenge every student to reach their academic, socio-emotional and physical potential to become life-long learners prepared to succeed in a competitive and global society. Our **vision**, with the support of the entire school community, is to empower all students to achieve their academic, emotional and physical potential.

The **overarching goal** of the proposed redesign plan is for HW Smith School to be designated as a "School in Good Standing" by the end of the three-year project period. To this end, the project's goals are: (1) To develop and implement a whole-school change plan aligned to the tenets of the federally-established Transformation Model; and (2) To realize dramatic school-level achievement gains. Specific targets for student achievement are included in *Attachment B*.

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.

HW Smith K-8 School will achieve its vision, mission, and goals through the implementation of research-based key design elements, core strategies and relationships with key partnership organizations. The major research-based **design elements** and **strategies**, which incorporate the requisite seven principles of whole-school reform, include the following: (a) ensuring that Dr. Weeks School is led by a highly effective Principal and staffed by effective and highly effective teachers who are committed to the success of the transformation effort; (b) retaining key **partner organizations** with nationally-recognized expertise in enhancing teacher quality, optimizing time for student learning, supporting delivery of rigorous curriculum, ensuring the integration of a STEM-based CTE curriculum in middle grades and building school-wide data-driven practices; (c) extending instructional learning time by 300 hours and using such time in innovative ways to maximize instructional efficacy; (d) providing autonomies to the school, including selection of partners, design of additional instructional time, scheduling, and staffing by mutual consent and election-to-work agreements; (e) assigning two dedicated full-time instructional coaches for literacy and mathematics to deliver job-embedded support and coaching in core content areas, DDI, curriculum, and designing CCSS-aligned lessons and units; (f) providing job-embedded, ongoing professional development informed by student data and the teacher evaluation system and tied to teacher and student needs; (g) providing a more rigorous, research-based instructional program that is aligned with CCSS; (h) establishing alternative pipelines for recruitment and

hiring of highly qualified instructional staff; (i) expanding and strengthening mechanisms for family and community engagement through support of a Community Outreach Coordinator, and (j) expanding and deepening existing school-based partnerships with community-based organizations provide embedded programming that will meet the social, emotional, academic, health and mental health needs of our students.

HW Smith's reform efforts will receive additional sustained and high-quality support at the district-level through the Office of School Transformation and Information (OSTI). The OSTI, whose staff is dedicated solely to the support of Priority schools, will assist HW Smith and other schools in the newly created Achievement Zone to build capacity and expertise in support of school-redesign efforts. The OSTI and aZone schools will in turn receive support from such **key partners** as Insight Education Group, the Achievement Network, the National Center on Time & Learning and Project Lead the Way/Rochester Institute of Technology.

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

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

Please see completed Attachment B for HW Smith K-8 School.

ii.   Use statistics and descriptive language, to describe the population of students the school serves, and the unique needs of sub-groups (e.g.: students with disabilities, English language learners, students from households that are eligible for free or reduced lunch, first-generation college-goers, and/or students traditionally underrepresented in college).

Hurlbut W. Smith K-8 School is located on the East side of Syracuse in an area long known for its economic, racial and cultural diversity. Many residents celebrate the multi-cultural differences each group has to offer. While this diversity is a strength, it also presents its challenges. The area surrounding HW Smith is home to several low-income housing developments, Section 8 housing, as well as single- and two-family homes. In recent years, middle income families have left the area, opting for charter schools, or moving to the surrounding suburbs. The school is also located close to the sprawling LeMoyne College campus which decreases the number of students who live within walking distance of the school, paving the way for students to be bussed from other areas of the city. Families served by HW Smith experience the compounding risk factors of urban areas, including high unemployment, mental health issues, illiteracy, gang activity, drug use, and incarceration, all of which present enormous barriers for students and their families. HW Smith currently enrolls 853 students in grades K-8, of whom 16% are students with disabilities and more than 60% qualify for free or reduced-price lunch. Students of color make up 83% of the student population: 62.6 % are African-American, 6.6% are Hispanic, 9.7% are Asian or American Indian, and 3.7% are Multiracial. The remaining 17% are White. English language learners and former ELLs represent 23.8% of the student body, considerably more than the SCSD's average of 13% but down from the 2008-09 rate of 30%. ELLs are integrated into every classroom. Over the last five years there has been a steady decline in the proportion of ELLs (an average of 1.7 percentage points per year) due in part to the availability of new services for refugee and immigrant families in other areas of the city through our Literacy Zone initiatives. While the District average for students with disabilities has remained between 19 and 22% for

the past 5 years, the percentage of students with disabilities at HW Smith has remained at 15-16%. Of the students with disabilities, nearly 30 are English language learners. The daily attendance rate for HW Smith students is 96.9%, higher than the district average of 92% for K-8 students. In 2011-12, there were 814 discipline referrals, resulting in a suspension rate of 28.2%, higher than the district rate of 22.7%. Discipline referrals and suspensions significantly impact the academic program and decrease all students' opportunity to learn.

Academic performance of all students and student subgroups at HW Smith is relatively consistent with low performance district-wide. As demonstrated on the following chart, no single grade (3rd-8th) demonstrated higher than 14% proficiency on the 2013 NYS ELA Assessments. Only 5.4% of 5th graders met proficiency standards. Even fewer students demonstrated proficiency on the NYS Math Assessments last year, with anywhere from 88.9% - 97.1% failing to meet the standards.

Student academic performance by subgroup and grade at HW Smith K-8 School

Group	Grade 3 % not meeting standards		Grade 4 % not meeting standards		Grade 5 % not meeting standards		Grade 6 % not meeting standards		Grade 7 % not meeting standards		Grade 8 % not meeting standards	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
All students	87.3	90.5	87.3	88.9	94.6	94.9	94.2	95.5	86.0	90.9	93.4	97.1
African American	90.9	91.1	90.7	90.6	97.8	97.9	95.6	95.7	85.0	93.6	95.8	100.0
American Indian	***	***	***	***	***	***	***	***	***	***	***	***
Hispanic	***	***	***	***	***	***	***	***	90.9	100.0	***	***
Asian/Pacific Islander	***	***	***	***	***	***	90.9	92.9	76.9	76.9	***	90.0
White	***	***	***	76.9	87.5	88.2	87.5	94.1	88.2	88.2	77.8	89.5
Gen Ed	85.3	89.2	85.7	88.9	93.3	93.8	93.1	94.6	83.3	89.5	92.0	96.6
SWD	***	***	***	***	***	***	***	***	***	***	***	***
LEP	95.2	96.0	100.0	100.0	95.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Economically Disadvantaged	89.1	92.6	90.2	90.0	94.7	94.7	95.3	97.7	87.0	91.5	97.5	98.7

Data Source: April 2013 NY State Grades 3-8 English Language Arts and Math and Science Assessment results; not meeting the standards is defined as scoring at levels 1 and 2. The *** notation indicates data for a student subgroup of fewer than 15 students has been suppressed to protect student privacy.

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.

The following systemic, in-depth diagnostic school reviews were examined to determine the existing capacity, strengths and needs of HW Smith K-8 School: Joint Intervention Team Review (February 2011), American Institutes for Research School Profile (March 2012), Diagnostic Tool for District and School Effectiveness (January 2013), and the Comprehensive Education Plan (October 2012 for the 12-13 school year).

It is important to note, that in addition to the findings and recommendations from the JIT and AIR, the DTSDE rubric was used to frame the school's Comprehensive Education Plan and was developed by the School Leadership Team, a cross section of grade-level teaching and support

staff, administrators and a parent representative. The CEP was in turn used to frame components of the proposed SIG plan, which will be further honed and solidified during implementation. The findings are discussed in section *iv* below.

iv. Describe the results of this systematic school review, including the existing capacity, strengths, and needs to dramatically improve student achievement.

The **Joint Intervention Team Review** revealed the following *strengths*: School is welcoming, LEP students appear happy and feel accepted; 2) Parents play an active role on the School Leadership Team; and are provided resources for active involvement; 3) Effective classroom routines are firmly established and understood by all; 4) The administration has high expectations for students and staff. *Key findings* included: Few examples of differentiated targeted instruction; Co-teaching in inclusion classrooms not used effectively; Need exists for regularly scheduled time for data analysis; and Teachers have received limited PD in effective instructional strategies for the ELL population. *Recommendations:* There is a need to facilitate team planning for units and lessons, allowing integration across content areas; Use of the SIOP template is recommended, focusing on the need to connect objectives and instruction with the CCLS. The **AIR** report is informed by state and district data, surveys and interviews with students, staff and parents. Most notable is that the school has over 20 academic supports and 12 social emotional supports focused on specific subgroups of students and its afterschool program teaches over 350 students. The **SCEP** sets forth recommendations goals and targets growing out of the six tenants of the DTSDE review.

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

HW Smith's school leadership team--consisting of the Principal, a vice principal, teachers, parents, an instructional coach and a student--will conduct an in-depth review and prioritization of the aforementioned recommendations and findings in the context of SIG requirements for whole-school redesign, the SCSD's Strategic Plan, and research and best practices regarding school turnaround. Their efforts will be further guided by the Executive Director of Turnaround, the Achievement Zone Director and expert consultants from Insight Education Group to ensure that the redesign plan will achieve dramatic school-level achievement gains and that the school is prepared for long-term transformation into a high-performance organization.

II C. School Model and Rationale

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.

Under New York State and federal accountability guidelines, HW Smith School has been in improvement status since 2003. HW Smith was designated a Priority School in the 2012-13 school year and is among the second cohort of SCSD priority schools that must now initiate a whole-school redesign model. Improvement efforts over the years have focused on research-based strategies (such as Reading First) but they have been less-than-comprehensive and have

clearly not resulted in significant school improvement. School leadership has remained static, with the same principal since 1992, and vice principals since 2004 and 2005. To date, none of the improvement efforts have included significant, purposeful staffing changes, nor have they relied on comprehensive, research-based APPR processes or sufficient district- and school-level accountability measures.

A number of factors were taken into consideration when selecting the Transformation Model for HW Smith. It is clear that the school requires a dramatic and comprehensive approach to school improvement. Many SCSD schools were significantly impacted last year by staffing changes associated with the implementation of Transformation and Turnaround Plans in the Innovation Zone (iZone). HW Smith was largely *unaffected* by these changes. This is due in part to the fact that the building was undergoing extensive renovation, and students and staff were temporarily relocated to an empty school building for nearly two years. Senior leadership determined that maintaining a stable staff was important for students who were already undergoing significant adjustment challenges due to the relocation and unfamiliarity with the surroundings. That said, an abundance of research supports that teacher quality is one of the most important school-based factors affecting student achievement. Implementing the Transformation Model, under which APPR results would serve as the basis for rewarding effective teachers and removing ineffective ones after ample professional development, would provide an unprecedented opportunity to ensure that the school is staffed by highly-qualified and well-trained teachers. Further, the election-to-work agreement and mutual consent policy to be implemented will ensure that HW Smith is staffed by *motivated* teachers who choose to work in the school, embrace the seven principles of whole-school reform and are committed to the hard work at hand.

Systemic school review findings and recommendations outlined a clear need for the following design components: providing a more rigorous, research-based instructional program aligned to the CCSS; expanding the school day to provide students with additional time to master core content; creating a data-driven instructional culture that ensures that teachers analyze and use data to appropriately differentiate and inform instruction; providing one-on-one coaching support to assist teachers in improving their instructional practices and implementing research-based strategies; increasing parent engagement; and providing targeted, high quality professional development in the areas of instructional rigor, critical thinking, PBIS, cultural competencies, differentiated instruction, classroom climate, student engagement, maintaining high expectations for all students, and classroom/time management. We are confident that the proposed Transformation Plan, with greatly increased accountability at both the district and school levels, will ensure that HW Smith realizes dramatic school-level achievement gains and becomes a "School in Good Standing" by the end of the three-year project period.

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.*

All Syracuse City Schools are guided by the goals and initiatives laid out in the five-year strategic plan, *Great Expectations*, which is aligned to the District Comprehensive Improvement Plan (DCIP). The presidents of both STA and SAAS were members of the Core Strategic Planning Team and participated actively in an intensive, collaborative process of drafting,

discussion, and community review between March and June of 2012. The strategic plan's five goals express a firm commitment to impacting all three components of the instructional core (students, teachers, and content) as well as moving the district itself toward becoming a high-performing organization with a true culture of accountability for student achievement.

Collaborative, constructive conversation between and among STA, SAAS, and the District has been a distinctive hallmark of the district under the leadership of Superintendent Sharon Contreras, as evidenced by the successful negotiation of an APPR agreement, one of the first plans approved by NYSED in 2012. In addition, due to the union and district leadership's shared commitment to the students of Syracuse, a draft Election-to-Work Agreement was written that underscores each teacher's personal dedication to turning around Priority Schools such as HW Smith.

Specific to the process of developing HW Smith's Transformation Plan, the Chief Academic Officer, Director of School Reform and Executive Director of Turnaround have provided guidance, professional development and technical assistance to all Priority Schools, assisting them in planning to implement accountability mandates associated with New York State's ESEA Waiver. Throughout the fall of 2013, the Superintendent, senior leadership and Syracuse Teachers Association met collectively and individually with the principals of proposed Achievement Zone schools (Lincoln Middle, HW Smith K-8, Dr. King, Dr. Weeks and Franklin) to discuss their designations as Priority Schools, review the four intervention/redesign models, assess progress and offer technical assistance. Follow-up meetings involving the schools' leadership teams (including teachers and parents) ensued, during which aspects of each of the redesign models were studied and questions or concerns were raised and discussed. School leadership teams have also met monthly to engage in NCTL's TIME Collaborative work, focused on the model's requirement for expanded learning time.

Model selection included a thorough review of trend data, IIT findings and recommendations, teacher effectiveness data and ratings, and consideration of the impact of the model on the school community. Staff from the Office of Teaching & Learning and the Department of Special Programs met extensively with school leadership to assist them in crafting their SIG grant application. The proposed plan is a reflection of many months of collaborative work among and between district, school and union leadership.

II D. School Leadership

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.*

There are several specific characteristics and core competencies of a school principal that are necessary to meet the needs of the school, ensure efficient school operation and produce dramatic gains in student achievement. As such, SCSD and NYS approved a leadership rubric in 2011-2012 to help identify new leaders and evaluate existing ones. The Insight Education Group, an expert organization in teacher and school leader effectiveness, wrote and designed this rubric. It consists of two main parts to increase student achievement: highly effective instructional

leadership and highly effective organizational leadership. According to the rubric, in order to be an effective instructional leader one must: establish and implement a shared vision; build and maintain a climate of accountability for learning; drive high-quality, rigorous, student-centered instructional programs; create a culture of data-driven decision making; and develop and coach teachers and instructional staff. In order to be an effective organizational leader, one must manage the organization, operations and resources to promote a safe, efficient and effective learning environment; establish a culture of learning, growth, positive behavior and high expectations; lead with integrity, fairness and ethics; manage and lead change and innovation; and engage families and the entire community of stakeholders. Overall, these skills and attributes are matched with a deep-seated philosophy that all students can be college and career ready. Using this rubric and other best practices, the SCSD drafted a job description for A-Zone School Principals (attached in Additional Documents).

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;

Having lead HW Smith School since 1992, the existing school principal will be replaced. The SCSD is already in the process of active recruitment, but has not yet identified the individual who will assume this role.

iii. If the specific persons who will serve in this position are not yet known, describe the action steps necessary to put leadership in place, and identify the formal LEA/school mechanisms that enable this personnel action. The principal selected to lead the school must be in place no later than July 1, 2014, to ensure sufficient time to lead summer activities in preparation for the beginning of the school year. Identify any barriers or obstacles to accomplishing these tasks, as well as strategies for overcoming them

In accordance with requirements under the Transformation model, the current principal at HW Smith K-8 School will be replaced. Committed to ensuring that the role will be filled no later than July 1, 2014, the SCSD is already in the process of active recruitment, but has not yet identified the individual who will assume this role.

The District has instituted a new process for hiring new principals and leaders. This process is handled by the Office of Talent Management, with specific oversight by the Superintendent. Last school year, the SCSD retained Cross & Joftus, a leading organization in educational reform consulting, to assist in creating a core competencies rubric for hiring school leaders. The rubric is based on the recently approved district rubric from Insight Education Group, as well as best practices in school leader hiring from a number of high-quality traditional school districts, charter management operators and prestigious universities. The key areas for consideration are:
- Strategic Leadership: Vision and Cultural and Equity Leadership
- Instructional Leadership: Achievement Focus and Instructional Expertise
- Human Resources Management: Professional Development and Coaching; Relationship Building and Communication; Managerial Leadership; and Change Management.

The steps of the hiring process include: early recruitment of highly effective candidates; paper screening (resume, application essay questions, references); initial phone screening; live screening events (interviews, performance tasks, and role plays); reference checks; selection interview; and superintendent approval. During the application process, the candidates will need to create a vision for the school, which includes data-driven decision making and preparing all students for a 21st century economy. In the interview and screening event, candidates will participate in role-plays, such as a meeting with a parent or a post-classroom observation conference with a teacher. Candidates will also complete performance tasks such as data analysis. During screening and selection activities, candidate responses and performance will be evaluated using the hiring rubric for leaders. All of the screening and selection activities will help the District choose the most highly qualified candidates for leadership roles in order to ensure high student achievement at HW Smith K-8 School.

iv. 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.

The District is committed to ensuring that there are effective instructional leaders at the helm of every school, along with high-quality teachers in every classroom. Achievement Zone **Assistant Principals** will provide transformational leadership in the planning and management of the district's Achievement Zone schools. HW Smith PreK-8 School will employ two Assistant Principals who will be responsible for the following: assisting in implementing a school improvement model which focuses on high student achievement; building a positive school climate that supports the whole student and establishes a culture of learning; leveraging research and data to drive instructional practice; and building a high-performing staff to achieve the school's vision and goals. HW Smith's Assistant Principals will collaborate with parents, community members, the SCSD central office, consultants, as well as other internal and external resources and stakeholders to implement new educational programs, school culture, systems reform, tools and other resources to accelerate student achievement. The Assistant Principals will have proven success in assisting in the turnaround of chronically low-achieving schools as well as strong experience in teaching in urban schools to accelerate student achievement and learning performance. (Draft Assistant Principal job descriptions are attached in *Additional Documents*.)

HW Smith PreK-8 School will also have a full-time **Literacy Instructional Coach** and a full-time **Mathematics Instructional Coach,** dedicated to providing job-embedded instructional support and coaching. Their primary role will be to: work with teachers to support their implementation of the CCSS, district curriculum, and best practices in using data; provide analysis of school-wide trends in instruction; cultivate and support a standards-based, data- and results-oriented culture; identify appropriate research-based strategies for improving instructional delivery; support the development of curriculum; and advise pacing on the scope and sequence based on essential content knowledge as outlined in the state and national standards. The coaches will provide expert advice on improving and enhancing individual lessons and units based on ongoing analysis. Coaches will be certified teachers with a strong record of helping students achieve academic success. (Complete draft job descriptions for supporting leaders are attached in *Additional Documents*.)

HW Smith PreK-8 School will use SIG funds to support leadership professional development to support transformation. The work of transformation is a key component of the District's strategy to support dramatic transformation of its lowest-performing schools. The school leaders in turn will provide classroom coaching and outstanding, individualized professional development to teachers as they work to cultivate positive school culture and dramatically transform student achievement at HW Smith. The primary role of the school leaders is to work with teachers to support best practices in instruction, classroom management and student engagement, provide analysis of school-wide trends in support of school transformation priorities, and make recommendations about potential next steps to address areas of need. School leadership will be responsible for providing support in execution of consistent and positive behavior management, engaging and culturally relevant 21st century instructional strategies, and research-based practices for effective school turnaround. The school leaders at HW Smith will be certified educational administrators and teachers with proven track records of success in the education of urban children. They will have solid experience working with English language learners and highly diverse student populations, and will possess the skills necessary to mentor adult learners and expedite the professional growth curves of teachers.

v. *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.*

The supporting leadership team at HW Smith K-8 School consists of two Assistant Principals, a Literacy Instructional Coach, and a Mathematics Instructional Coach. The team meets on a regular basis with the principal and with grade level teams to ensure that their vision for the school comes to fruition. The Vice Principals have been in their positions since 2002 and 2004 respectively.

The Literacy and Mathematics Instructional Coaches were both appointed in 2012 after a rigorous, four-part interview process, which included vetting through the Chief Academic Officer to ensure an appropriate match of skill set relative to the needs of HW Smith School. They participate regularly in ongoing, intensive professional development.

The School Leadership Team (SLT), which meets monthly, is comprised of the principal and administrative intern, instructional coaches and staff members representing each grade and the teachers' union. Team leaders review information from SLT meetings with their teammates and additional questions are discussed at the monthly faculty meetings. SLT meetings and faculty meetings are scheduled in the fall for the year. The Labor Management Team also meets monthly to address labor or management issues with administration.

Although each current member of the supporting leadership team has a unique and vast set of skills, it would not be possible at this time to ascertain who might remain at HW Smith School. Recognizing the need for a well-rounded team with complementary skills, and honoring the

commitment to staffing autonomy, such determinations will not be made until the new school principal is identified and hired.

II E. Instructional Staff

i. *Identify the total number of instructional staff in the building and number of staff identified as highly effective, effective, developing and ineffective (HEDI) based on the school's approved APPR system.*

HW Smith K-8 School currently has a total of 67 instructional staff members. Of these teachers, none is identified as highly effective, 45 as effective, 16 as developing, and 3 as ineffective based on the SCSD's approved APPR system. We are unable to determine a composite score for 3 teachers who, through the appeals process, are missing a final component score.

ii. *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, and throughout the implementation period of the grant.*

It is critical for low-performing schools to be staffed with strong, high quality teachers and administrators who can be effective change agents. While substantial changes in staffing and leadership occurred across the District as a result of changes in PLA schools in the 2010-2011 and 2011-2012 school years, HW Smith was largely unaffected by these changes. This is due in part to the fact that the building was undergoing extensive renovation, and students and staff were relocated to an empty school building for more than one and one half years. District administrators determined that maintaining a stable staff was important for students who were already undergoing significant changes due to the relocation and unfamiliarity of the surroundings. Other schools in the district underwent significant staffing changes, as higher performing teachers chose to opt into redesigned schools, and schools inherited and a number of teachers from PLA buildings who either opted not to stay at the buildings or were deemed not qualified enough to stay in the redesigned schools.

The current principal, Sharon Birnkrant, has been at HW Smith for nearly 22 years. HW Smith has a large number of veteran teachers; only one teacher has less than three years' experience. Teacher turnover is low; in the past two years, only three teachers have left the building, each with less than five years of experience. All teachers have masters' degrees and 18 have masters' plus 30 hours or more. HW Smith will implement the Transformation Model, with the requirement that the principal be replaced and that the APPR serve as a basis for rewarding effective teachers and for removing those who are deemed to be ineffective. Should the three ineffective teachers remain so even after ample professional development, they will be replaced. This will address the need to ensure that HW Smith's instructional staff is of the highest quality and committed to the proposed reform efforts at the school.

Quality - All of HW Smith's 67 instructional staff members (excluding administrators) are certified in their respective certification areas. The staff consists of 22 common branch

elementary teachers, 11 special education teachers, with two speech and hearing impaired teachers. Other certified teachers include five ESL teachers, three each of the following: math, science, social studies and physical education; two each of the following: English, art, music, and social worker. There is one each of the following: health, home economics, library media specialist, literacy and math coach, psychologist, school counselor, and technology teacher. The entire staff is engaged in varying levels of professional development.

Effectiveness - As reflected in Section *II E i* above, HW Smith K-8 School currently has a total of 67 instructional staff members. Of these teachers, none is identified as highly effective, 67.1% as effective, 23.8% as developing, and 4.4% as ineffective based on the SCSD's approved APPR system. Due to the appeals process, eight teachers (18.6%) are missing a final component score, and so do a composite score cannot be determined. Student achievement data also speaks to teacher effectiveness. Despite the qualifications and years of experience of the instructional staff, students at HW Smith are woefully underperforming. At every grade level, in both ELA and math, the percentage of HW Smith students that have met State standards is far too low, and in most cases, even lower than the SCSD average.

Appropriateness - Although 87% of HW Smith's students are students of color, 90.2% of the teaching staff is white. Fourteen percent of the students have disabilities, and 11 teachers (16.4) have special education certification. English language learners make up 16.6% of the student body and only five teachers (7.4%) have ESL certification. With such a high population of SWD and ELLs in an inclusive school, the district must make every effort to hire, train and regularly evaluate teachers whose expertise is students with disabilities and ELLs. In addition, HW Smith K-8 School must make every effort to attract and hire more teachers of color to ensure that its teaching staff is more representative of the demographic makeup of the school's student population.

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

Prior to the 2013 targeted hiring season, the SCSD worked with human capital experts at Cross & Joftus to redesign teacher and school leader hiring processes and ground selection decisions in core competencies linked to success in raising student achievement. The range of experiences, backgrounds and perspectives of the SCSD's 8 new school leaders and more than 170 new teachers, hired for the 2013-2014 school year, serves as evidence of the SCSD's capacity to select excellent staff for schools needing dramatic improvement. Among the SCSD's new hires for school leadership positions last year were a principal with five years of experience who successfully led the turnaround of an elementary-middle school in Baltimore and a principal who founded two successful elementary schools in the Bronx. Among the new teacher hires were new graduates of the highly selective Syracuse Urban Inclusive Teacher Residency program at Syracuse University, teachers with experience in excellent urban charter schools in Syracuse and beyond, and teachers with highly effective experience in neighboring districts.

Successful SCSD educators are passionately committed to urban education and "all in" for Syracuse students. The SCSD looks for teachers and leaders who: believe strongly that all students can learn at high levels, demonstrate commitment to serving urban students and to

closing the achievement gap, demonstrate willingness to put the interests of students above all others, actively contribute to a culture of high expectations in their school and district, and adapt seamlessly to the complexities of the urban school environment.

The teacher selection rubric is fully aligned with the SCSD's Teaching and Learning Framework. This framework focuses on the practices that are particularly effective in teaching students of color, students with disabilities, English language learners, and low-income students. The SCSD's teacher hiring process components, screening tools (including the EPI, which uses a comparable four-domain framework of effective instructional practice), and scoring mechanisms are all linked to the core competencies of the SCSD Teaching and Learning Framework.

The SCSD selects school leaders who demonstrate competency in the following areas: (1) strategic leadership: vision, cultural and equity leadership; (2) instructional leadership: achievement focus; (3) instructional leadership: instructional expertise; (4) human resources management: staff development and coaching; (5) relationship building and communication; (6) managerial leadership; and (7) change management. These selection competencies align directly with the instructional and organizational leadership domains outlined in the District's Building Leadership Framework, which define effective leadership practice for SCSD school leaders. Several new SCSD principals are likely to be graduates of the highly selective Syracuse Aspiring Leaders Academy (SALA), which was launched in the 2013-2014 school year to build a stronger pipeline of internal candidates for future school leadership opportunities.

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.*

New Instructional Staff: This year, to overcome specific barriers to assigning appropriate staff to priority schools, the SCSD has developed several new components of its comprehensive strategy to attract great educators to the District's more than 30 schools, especially the schools that have historically struggled the most. First, the SCSD created vacancy projection models for teacher and school leader positions, which allow District leaders to more strategically plan recruitment activities. In the past, the absence of a data-based model for forecasting future vacancies acted as a barrier to early hiring, as the SCSD did not have solid forecasts of specific vacancies until later in the typical school district hiring season. This common challenge in urban school districts has been repeatedly highlighted by national experts on teacher recruitment and selection for the last ten years as a reason districts like the SCSD fail to attract the highest-quality teacher candidates. Now, the SCSD's new vacancy projection models, along with a generous financial retirement notification incentive offered to teachers and some other groups of employees this year, have minimized this barrier. With the confidence engendered by the data provided through this new tool, the SCSD has committed to select new teachers for at least 50% of anticipated teacher vacancies by the end of April this year.

The SCSD also invested in developing a new SCSD "brand" and a new recruitment website, www.JoinSyracuseCitySchools.com, to market SCSD opportunities to active and passive job seekers. To overcome negative perceptions that exist due to historically low performance and a

common lack of knowledge of the great work being done to overcome that history, the SCSD developed a new recruitment campaign centered on key tagline: "All In." The recruitment website poses a question to candidates: "We're All In, Are You?" It's a challenge that will appeal to the people we want – people who embrace both personal responsibility and collective commitment to Syracuse students. The SCSD's message to potential team members is this: It won't be easy; we have great expectations for Syracuse students and great work to be done. We must expect great things of ourselves as educators. We want people that are "all in," pushing themselves and giving their best each day. And we must be "all in" as a team – both as a district and as a community. Every person counts and every contribution matters. Together we're building a district where students of all backgrounds learn and thrive.

Recruitment: The www.JoinSyracuseCitySchools.com site provides a full picture of what it's like to work in Syracuse – and what it will take to be successful. This includes data on the demographics and current performance of SCSD students; information about innovative SCSD programming, such as a new Syracuse Latin School, the Innovation Zone and (soon) the Achievement Zone; highlights of the SCSD's work to develop all teachers and principals through a meaningful APPR and to reward excellence with performance-based bonuses and new, highly-paid teacher leadership opportunities; staff and student photos celebrating the district's diversity and focus on rigorous academics; and profiles of fifteen of the District's teachers, school leaders, and support staff. These profiles give a realistic preview of the job for candidates who are inspired by the SCSD's mission to become the most improve urban district in America.

This recruitment campaign is a key element of the SCSD's work because the District is looking for a special type of educator: people who are passionate about urban education and energized by the challenge of transforming a district. In many cases, right now, Syracuse isn't on their radar and job-seekers had no clear way to learn about working at SCSD. With this new website at the core, the SCSD is planning to build a deeper, more diverse teacher applicant pool, particularly in high-need subjects like math, science, ESL, and Special Education. This big focus on recruitment will extend our reach for new candidates beyond the region, attracting strong teachers, leaders, and support staff from cities along the Eastern seaboard.

Another improvement to the SCSD's recruitment work is the continued expansion and diversification of job advertising. Last year, the District expanded the number of locations to which jobs were posted to several dozen, including newspapers, college and university offices of career services, and trade publications. Now, the SCSD advertises open jobs in hundreds of locations. Beyond those locations used in the past, these include additional postings to targeted teacher and leader preparation programs, including those at historically black colleges and universities and those with strong reputations for producing excellent educators. The SCSD has increased the number of paid advertisements posted with online job boards, such as Education Week's Top School Jobs, Monster.com, and Linkedin, which the SCSD is also using to reach out to targeted groups of mostly-passive, but high-quality potential candidates who have a record of success in urban education. Additionally, the SCSD has begun using social media more frequently to enhance recruitment efforts, including communicating the "All In" message: the SCSD has job-specific accounts on Facebook, Twitter, Instagram, and (again) Linkedin.

Screening and Selection: Teacher applicants must complete a research-based online assessment that measures pedagogical skills, attitudinal factors, and cognitive ability. TeacherMatch created this assessment – called the Educator's Professional Inventory (EPI) – in partnership with a variety of organizations including NWEA, known for the design and implementation of MAP adaptive student assessments; the University of Chicago; and Education Analytics, which was founded by researchers from the Value-Added Research Center of the University of Wisconsin-Madison; among others. School leader applications include a series of essay questions aligned with the District's Building Leadership Framework.

The Office of Talent Management's selection team, with support from content expert Supervisors in the Office of Teaching and Learning, conduct two rounds of screening before principals consider applicants who successfully advance into the candidate pool for principal evaluation. The selection team reviews basic candidate and certification information and the results of the Educator's Professional Inventory. Selected applicants then participate in phone interview with a standard set of questions; only candidates scoring, on average, in the "effective" range are advanced to the pool for principal consideration. Principals then review a teaching sample and decide whom to interview. On-site interviews are led by principals using a standard rubric and question bank. References are checked for candidates before recommending hire.

A major change to the screening process is the specific focus on both a review of teaching materials (lesson plans, assessments, unit calendars) _and_ a teaching demonstration (either live or recorded), all of which are evaluated and scored according to the core competency rubric. There is also an emphasis on candidates truly knowing their pedagogy and content areas. Finally, within the screening event and school site interview teachers will be required to do performance tasks, such as analyzing student data and creating an instructional plan based on the data, as well as role plays, such as dealing with a disruptive student. For each priority school, all probationary teachers selected to teach in the school will be offered a position only on the condition that they will be terminated if they do not remain – or the principal does not want them to remain – in the same school for their full probationary period.

Existing Staff: The process for retaining and transferring existing staff is based upon employment contracts. This can be a barrier and an obstacle, as principals do not entirely have "free reign" over their personnel decisions. However, the District has established processes – which are now tested through the experience of staffing seven Innovation Zone schools for the 2013-2014 school year through a mutual consent process – that minimize these barriers. In Turnaround schools, staff are selected fully through mutual consent – both the principal and the teacher must agree on the assignment. In Transformation schools, principals will have autonomy to request administrative transfers. In both cases, existing teachers will be evaluated using several pieces of data. This will include APPR data from prior years. Then, the Principal, aZone Director, and an STA officer will select the first five teachers hired for each school; they will strive for consensus, but the principal will make the final decision, in keeping with the principle of mutual consent. Those first five teachers, if they so choose and on a voluntary basis, will participate in interviews as members of the hiring team for the remainder of the selection process to hire initial staff for the school which includes a presentation of teaching portfolio materials. Interview questions will be aligned to SCSD's Teaching and Learning Framework. These on-site interviews will align with the on-site interviews conducted for new hires. Current teachers must be selected by the

interview team to remain at the school. Additionally, no teacher with a prior 'ineffective' APPR rating may be considered for placement in a Turnaround or Transformation school. Any teachers with probationary status who received ineffective ratings on their APPR evaluation will be terminated. Any tenured teacher that does not pass the screening and selection process will be removed from the school and will follow the process in the union contract and New York State law to be placed in a different school within the district.

Election-to-Work agreements: As indicated in *District-Level Section B i*, in exchange for greater accountability for performance results, staffing at the school will be by a process of "mutual consent" whereby both the teacher and the principal must agree to the placement. Teachers electing to work at the school must sign a year-to-year "Election-to-Work" agreement. Those failing to fulfill the obligations of the EWA can be required to transfer. Similarly, those staff who don't meet the "mutual consent" requirements can apply for transfer through the SCSD Office of Talent Management. The District is committed to overcoming the challenges created by the need to transfer large numbers of teachers due to requirements for priority schools while having limited flexibility to remove teachers from the District altogether due to State laws and collective bargaining agreements. Two new ways the District is addressing this are: (1) offering a generous retirement incentive to limit the number of retirement-eligible teachers and other staff who request transfer out of a priority school while being guaranteed another position and (2) minimizing the ability of probationary teachers to "opt out" of priority schools.

Voluntary transfers can be requested – and can be considered on a rolling basis – at any time. Administrative transfers can occur as long as the teacher and the supervisor are notified of the reasons and the teacher is informed of any open positions in the district. Administrative transfers may also occur as a result of position reductions, in which case teachers with the least seniority are let go from their position and some shuffling of staff among buildings occurs to fill available positions (determined by seniority in tenure area). Any teacher who is laid off is placed on a recall list for seven years (placement on the list is determined by time as a district employee, not by tenure area), during which time they have rights to any position that becomes available for which they are certified.

II F. Partnerships

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.*

The following partner organizations will be used to support the implementation of HW Smith K-8 School's Transformation Plan:

The **Achievement Network (ANet)** is a non-profit organization committed to helping all students achieve academic excellence. Founded in 2005 as Massachusetts Public School Performance to serve a small cohort of Boston charter schools, ANet is designed to provide professional development for schools on effective data-driven strategies to identify and close gaps in student learning and embed those strategies into schools' everyday routines. Currently, ANet works with

470 schools impacting 130,000 students in states plus the District of Columbia. *Rationale:* Teachers need to continually assess student learning in order to improve instruction and tailor lessons to individual student needs. *Role:* ANet will provide professional development and guidance to teachers and school leaders in the effective use of DDI.

The National Center on Time & Learning will provide expert technical assistance and support as the school continues to develop and solidify its plan to implement an expanded school calendar in which students will receive an addition 300 hours of instruction and support each year. *Rationale:* It is evident that students need more time with quality instruction and enrichment to ensure they are engaged and are learning optimally. Clearly instructional staff need more time to engage in high-quality professional development and common planning initiatives. The school calendar has remained relatively stagnant for decades, and staff, students and families need to understand and embrace the value of additional learning time. *Role:* Through the TIME Collaborative, NCTL will provide technical assistance, support and guidance to school leadership teams as they seek to address the needs of their school communities through an expanded school calendar.

Insight Education Group is used to drive school improvement efforts in high-need, racially and ethnically diverse urban schools in the areas of ELA/literacy and mathematics. Their work centers on: 1) documentation of program outcomes, both summative and formative; 2) documentation of implementation strength and fidelity; and 3) providing ongoing feedback to improve program implementation. Team members provide Instructional Leadership trainings, embedded professional development, facilitation of teacher workgroup meetings, and analysis of student academic needs based on periodic assessments. *Rationale:* Insight Education consultants will build the capacity of school leaders, teachers, and Math and Literacy Instructional Coaches to implement curriculum. *Role:* Insight Education consultants will provide ongoing, site-based support to staff in implementing curriculum, including: expert coaching support from ELA and math consultants; and training and support for instructional coaches and principals on a regular basis.

Rochester Institute of Technology (RIT) is the regional institution that provides professional development to teachers in the eight **Project Lead the Way (PLTW)** courses. PLTW is one of the nation's leading providers of rigorous and innovative Science, Technology, Engineering and Math (STEM) education. The comprehensive curriculum emphasizes critical thinking, creativity, innovation and real world problem solving. The hands-on, project-based program engages students on multiple levels, and puts them on a path to college and career success in STEM areas. *Rationale:* Teachers need training and assistance in implementing the CCSS in science and technology. *Role:* RIT will train teams of teachers (including math, ELA, science, and technology teachers) to co-create CCSS-aligned, integrated curriculum units that include major concepts and 21st Century skills, ensuring that they are embedded in newly developed units of instruction.

ii. Complete the Evidence of Effectiveness Chart (Attachment C).

The Evidence of Effectiveness Chart has been completed for each of the school's partner organizations. (Please see Attachment C: Evidence of Effectiveness Chart.)

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.

In order to effectuate change and maximize limited resources, the District will implement the following process to hold partners accountable for performance. The Achievement Zone Director will schedule a meeting with each partner and key district staff members (e.g., the targeted school's principal, the Chief Academic Officer and the Chief of Shared Accountability) to outline the school's needs and to identify corresponding services to be provided. At this time, the parties will establish partner responsibilities, targets for deliverables and a timeline for completion. Accountability measures will be agreed upon, and may include but will not be limited to: monthly reports of progress to school improvement team, sign-in sheets and evaluations of sessions by participants, feedback from principals at regularly scheduled aZone meetings, review of lesson plans and student data by principals, presentations to the PTO or other school/community members, or annual reports to the Board of Education. A Memorandum of Agreement will be drafted and formalized to articulate clearly the scope and sequence of the partners', schools', and district's responsibilities.

Regularly scheduled meetings (monthly, quarterly or semi-annual, depending upon the service) will be held for the purpose of progress monitoring and mid-course correction. These meetings will be led by the aZone Director, who will have the responsibility for monitoring the performance of these external partners. Progress to date will be reviewed and adjustments and modifications will be made where appropriate. If modifications are needed, a clear and concise plan will be developed and agreed upon by each partner, outlining the revised deliverables and timelines for completion.

External partners will invoice the district intermittently, and the aZone Director will verify the completion of services and deliverables. Before payments are made, the Director of Special Programs will audit documentation to ensure that all activities for which invoices are submitted are justified, appropriate and consistent with the terms of the Memorandum of Agreement.

II G. Organizational Plan

i. Submit an organizational chart (or charts) identifying the management and team structures, and lines of reporting. (If a Restart model is being proposed, be sure to include the specific role of the EPO in governance and decision making that is compliant with education law).

Please see the attached organizational chart for HW Smith PreK-8 School.

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.).

The Principal serves as a true instructional leader and visionary guiding the school's culture and climate toward its mission and vision. In doing so, s/he must spend time in classrooms and hallways to ensure effectiveness of the instructional program. The Principal is also responsible for ensuring safety and order so that the integrity of the redesign effort is not diminished.

The Principal meets weekly with the administrative team (Assistant Principal, among others) to ensure that open lines of communication exist to assist the team in effectively leading school Transformation efforts. The weekly administrative meeting also allows for the continuous monitoring of the goals identified in the redesign plan at the school. The Principal will focus the discussions for such meetings on both formal and informal data points that allow action steps to be created and completed for ensuing administrative meetings.

Day-to-day operational and discipline concerns are handled by the Assistant Principals, who work directly with grade-level teams in supporting their instructional work in classrooms and in managing resources. Assistant Principals also provide guidance to support staff, including counselors, social workers, psychologists, nurses, custodians and clerks, etc.

Monthly meetings of School Leadership Team will utilize protocols developed to address the school's specific needs and progress towards its goals; the SLT may evolve to a schedule of meeting more or less often as the team deepens capacity and as the school addresses unanticipated challenges. These meetings will allow the SLT to examine data collected through the *Data Dashboard* and other data points to develop, implement, monitor and evaluate the instructional initiatives and goals in the school. Strategies, plans and outcomes from the SLT meetings are communicated to the entire school via redelivery by SLT members to respective grade levels and departments in the building and whole-school faculty meetings.

The SLT may generate "ad hoc" smaller teams or committees to problem-solve specific situations or concerns during the school year that are identified by data captured in the *Data Dashboard* or other sources. These smaller "ad hoc" teams or committees are dissolved once the specific situation or concern has been eliminated.

Grade-level meetings occur once monthly and are devoted to operational/resources concerns, so that all other meetings can be devoted to discussing student data and setting goals for improvement. The grade-level meeting is attended by teachers for the respective grade level and the Assistant Principal assigned to that grade.

iii. Describe in detail, the plan for implementing the annual professional performance review (APPR) of all instructional staff within the school.

The SCSD was one of the first districts in New York State to fully embrace the rigorous academic expectations of the Common Core State Standards and new, more meaningful evaluation systems for teachers and school leaders. In Syracuse, our goal has been to implement an objective, fair and equitable rating system that enables us to provide the right supports to the right teachers and school leaders so everyone can continuously improve their practice. The shared commitment to this work is outlined in the Syracuse City School District's strategic plan, *Great Expectations 2012-2017*, within which one of five major goals is to recruit, develop, support, and retain effective teachers and school leaders.

Since 2011, we have negotiated APPR plans with Syracuse's teacher and administrator unions each year, making annual adjustments driven by this important goal. By providing instructional

staff with the feedback and support they need to succeed, the evaluation system will improve instructional practice and promote learner-centered schools. The SCSD has demonstrated clear commitment to using detailed performance data to inform decisions regarding staff placements, professional development, and retention. Teachers with ineffective ratings cannot move to or remain in priority schools, while the SCSD offers signing bonuses to effective teachers who move to these schools. Teachers have access to 50 hours of professional development, guided by principals based on evaluation data and/or Improvement Plans. And each year, the SCSD's Office of Talent Management and the Superintendent determine whether to approve recommendations for tenure based in large part on APPR data.

The current APPR process for instructional staff has five components: Student Growth on State Assessments, Locally-Selected Measures, Observation #1, Observation #2, and Individual Professional Growth Plan/Self Reflection. APPR composite scores are calculated as described below.

State Growth Measure (20%): Twenty percent of every teacher's APPR score is based on data from State assessments. Grades 4-8 ELA and Math Teachers will be evaluated on student growth on state assessments. For teachers of other courses with State assessments, student growth as measured by Student Learning Objectives (SLOs) developed for each grade and course. The District uses state assessments (including Regents exams), state-approved third party assessments and SCSD-developed assessments to measure growth for these teachers. Teachers of grades and subjects with no State assessments earn a State growth score based on school-wide growth.

Local Measures (20%): Twenty percent of every teacher's APPR score is based on progress toward meeting teacher-developed goals. For Grades 4-8 ELA and Math Teachers, these goals are achievement goals based on the State assessments. For all other teachers, these goals are SLOs developed based on SCSD-developed assessments, including authentic performance tasks. Professional Practice (60%): The majority of every teacher's APPR score is based on assessments of instructional practice, measured through classroom observations by administrators and trained Peer Observers. The SCSD created a new framework defining effective instructional practice for teachers, which guides the evaluation of professional practice of teachers in Grades K-5. The Teaching and Learning Framework describes the practices needed to dramatically raise student achievement and turn around low-performing schools. The Danielson Framework for Teaching is used for teachers in Grades 6-12. Through the Peer Observer program, every teacher has access to expert feedback from a peer in the same content area.

The Peer Observation program enables the district to nearly double the number of observations with feedback for each teacher; all teachers are observed 3-4 times as part of the teacher evaluation process rather than just the two times required by administrators. Altogether, tenured teachers receive at least 3 observations; 2 by a certified administrator (1 unannounced); 1 by a peer observer (announced). Tenured teachers may opt to have the peer observation count toward their evaluation. Non-tenured teachers receive at least 4 observations; 2 by a certified administrator (1 unannounced); 2 by a peer observer (1 unannounced). All observations are

weighed equally, so a teacher's Professional Practice score is the average of scores from all observations.

At the Exchange Conference for announced observations, the evaluator and practitioner review the rubric and standards of practice; and sign and save the Exchange Conference Form. Prior to actual observation, the practitioner uploads Teachscape Reflect of the pre-observation conference form and the lesson plan. The evaluator and the practitioner will then discuss: goals and objectives of the lesson; alignment to district curriculum and Common Core Learning Standards; instructional practices; modifications/accommodations; and assessments.

Evaluators record observation evidence in Teachscape Reflect. At the post observation conference, the evaluator and the practitioner engage in discussion reflecting components of the applicable evaluation framework rubric. The evaluation process is completed with the evaluator completing and submitting Teachscape Reflect; the practitioner approves the written Observation Form; and the evaluator confirms complete the evaluation process in Teachscape Reflect.

The Principal, with oversight by both the Director of aZone and the Director of Educator Effectiveness, is responsible for ensuring that all administrator observations are assigned among all building administrators and completed according to the APPR plan. The Director of Educator Effectiveness also manages the work of Peer Observers to ensure that peer observations are conducted with meaningful compliance.

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

A proposed APPR Implementation Timeline is included in *Attachment II G. b.*

II H. Educational Plan

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.

Standards-driven Curriculum - The New York State Learning Standards (inclusive of the Common Core) are the foundation and driver of the curriculum taught and learned at HW Smith K-8 School. To ensure equal access to and mastery of the expected learning standards, all English Language Arts and Mathematics curricula have been redesigned around the Common Core Learning Standards (CCLS). The new core academic program in the District, including HW Smith K-8, is based on three inter-related aspects of the instructional core: teachers (instruction), students (learning), and content (curriculum).

The Instructional Core
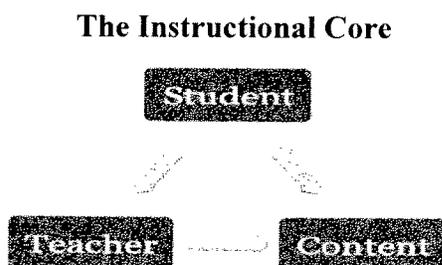
"Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning," Part 1. (2009) Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel. Harvard Education Press.

The curriculum is a set of guidance tools—comprised of standards, pacing guides, detailed instructional units, and interim, curriculum-based assessments—incorporating all CCLS and in alignment with NYS testing program expectations. Targeted and ongoing professional development is provided to ensure shared, deep understanding of the Common Core Learning Standards. All HW Smith teachers have online access to the curriculum tools and resources, at school and elsewhere, via the district's curriculum central website. Additional information about the new standards-driven curriculum may be found at:
http://www.syracusecityschools.com/districtpage.cfm?pageid=561

Mathematics The standards-based curriculum for mathematics emphasizes core conceptual understandings and mathematical procedures starting in the early grades. The standards progress from grade to grade, coordinate with each other within a grade and are clustered together into coherent bodies of knowledge. The mathematics curriculum units and other curricular materials and guidance may be found at http://www.engageny.org/mathematics. Multiple CCLS-aligned resources are referenced in the curriculum unit maps and are available for teacher use. As the Common Core standards are relatively new to the district, additional aligned resources will be sought. Supplemental resources and instructional guidance, including resources from EngageNY, are provided for teachers at http://www.scsd.us/Curriculum/ Resources.

English Language Arts - The ELA curriculum units provide the sequencing and pacing of CCLS-based instruction supported by rigorous text selection, scaffolded teaching points, and regular checks for understanding that guide teachers' daily lesson plans. The curriculum offers suggestions for instructional strategies and additional resources but is not intended to dictate classroom practice. The Language Arts curriculum units and other ancillary curricular materials and guidance may be found at http://www.scsd.us/Curriculum/ ELA. Multiple CCLS-aligned resources are referenced in the curriculum unit maps and are available for teacher use. As the Common Core standards are relatively new to the district, additional aligned resources will be sought. Supplemental resources and instructional guidance, including resources from EngageNY, are provided for teachers at http://www.scsd.us/ Curriculum/Resources.

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.

All Academic Areas In all subject areas, the major aim of the curriculum is to build the capacity of teachers to deliver high-quality, highly effective instruction, grounded in rigorous standards, curriculum and content, and focused on the differing needs of our students. Language Arts and Mathematics curriculum units contain specific guidance for instruction (including the instructional shifts) in the form of teaching points in each curriculum unit, rubrics, exemplars, and sample suggested lesson plans. In addition, the district has provided guidance related to expected instructional dosages (time/focus) within ELA and Mathematics and across all content areas ensuring equal access to the expected curriculum for all students. HW Smith has full-time Literacy and Mathematics Instructional Coaches that provide on-going professional development, support, and guidance to teachers as they plan and deliver lessons based on the new curriculum making effective use of the expected instructional shifts.

Students participate in a tiered interventions system, including tier 1 (during the school day), tier 2 (during and after school--a variety of discipline content-focused after school programs), and tier 3 (for students in need of specially designed instruction and support). Professional development and coaching support/guidance are provided to teachers in the area of accelerated learning in a variety of venues such as Saturday learning academies, Superintendent's conference days, and campus-based professional learning sessions.

At HW Smith K-8 School, elementary teachers are common branch. As such, they have received training and resources in the instructional shifts and will integrate these shifts into the content areas. Elementary special area teachers may participate in Common Core professional learning. Efforts have begun to ensure that all elective/special area teachers have Common Core and instructional shifts professional development within the next two years.

The APPR process of developing and implementing Student Learning Objectives (SLOs) has resulted in significant focus on and infusion of the CCLS across discipline areas.

Mathematics The mathematics curriculum provides clear guidance and supports for the six instructional shifts that teachers must incorporate successfully into their practice (focus, coherence, fluency, deep understanding, applications, and dual intensity). Each curriculum unit explicitly groups standards together in support of these focus areas and shifts. The curriculum also offers specific instructional strategies that align with the Standards for Mathematical Practice for learners, which rest on important "processes and proficiencies" with longstanding importance in mathematics. The SCSD math curriculum and instructional expectations for teachers at HW Smith K-8 are designed to result in students who:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning.

Curriculum maps, instructional guidance tools (teaching points, exemplars, resources, etc.) and professional development for principals, instructional coaches, and teachers are focused explicitly on effective and appropriate use of these mathematical shifts (teachers) and practices (students). Instructional Coaches provide model lessons and professional development on these instructional shifts.

English Language Arts Effective implementation of this curriculum will ensure that all students receive instruction that promotes high expectations for learning; increases time spent reading, writing, and talking about text, and provides continuous corrective feedback on individual student performance. The CCLS instructional shifts—(Balancing Informational and Literary Text, Building Knowledge in the Disciplines, Staircase of Complexity, Text-Based Answers, Writing from Sources, and Academic Vocabulary)—are woven throughout and illustrated in the ELA curriculum maps. These shifts are also the focus of teacher professional development. The ELA Instructional Coach provides additional assistance, support, and guidance to HW Smith
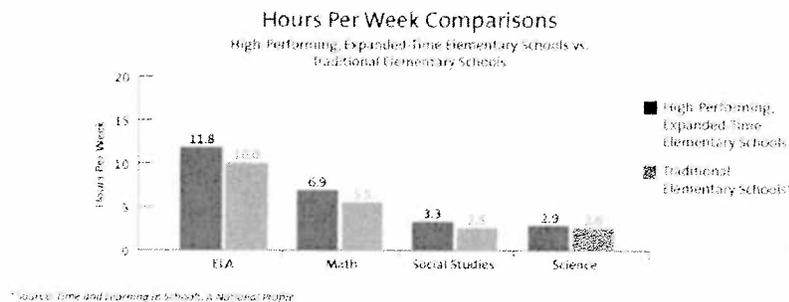
teachers in successful enactment of these instructional shifts in their daily practice.

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.

In 2014-15 and beyond, SCSD is committed to providing 300 additional hours of Extended Learning Time for each and every student in HW Smith K-8 School. HS Smith K-8 School is part of the TIME Collaborative and has been planning for an extended learning time model since November 2013. SCSD intends to support the leader and leadership team in expressing the school's autonomies over use of time during and after school, program selection, and educational partner selection. The chart below offers one example of how ELT at HW Smith will be part of an integrated approach to school improvement, based on a thorough analysis of the seminal research conducted by the National Center on Time & Learning (NCTL), "Time Well Spent: Eight Powerful Practices of Successful, Expanded-Time Schools." We expect that HW Smith leadership will fully utilize the technical support provided by NCTL to refine the delivery of ELT to meet and exceed the requirements of the Board of Regents: integrating academics with engaging and relevant activities; addressing unique learning needs of all types of students; and including enrichment programs that will improve both academic and social-emotional outcomes.
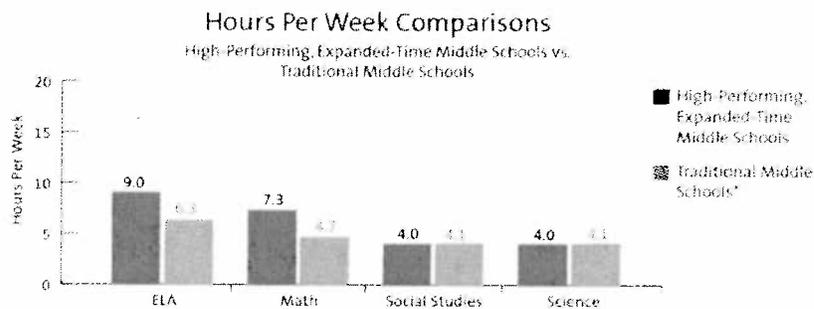
Sample Elementary School schedule for 7-hour instructional day: 3rd grader at HW Smith

Time	# of minutes	Daily Core Instruction: Optimizing time for student learning	Supplemental Activities: Using time to help students thrive in school and beyond
8:00-8:30	30	Universal breakfast & ELA/Reading Workshop pt I: phonics/word study	*Note:*
8:30-8:55	25	ELA/RW continued: whole group	*While Extended Learning Time for K-5 students will allow for some*
8:55-9:45	50	ELA/RW continued: small groups/ guided reading with learning stations and/or individual silent reading	*choice/supplemental learning activities, most of the additional hour will be utilized*
9:45-10:25	40	ELA continued: writing workshop	*to expand core instruction*
10:25-11:15	50	Science	
11:10- 11:40	30	Lunch	
11:40-12:20	40		Elective/enrichment (PE, art, music)
12:20-1:40	80	Math (double dose)	*Differentiated opportunities will be*
1:40-2:30	50	Social studies	*designed and selected to meet students' varying needs and interests*
2:30-3:00	30		Academic support, enrichment, individualized learning time, etc.

Hours Per Week Comparisons
High Performing, Expanded-Time Elementary Schools vs. Traditional Elementary Schools

Sample Middle School schedule for 7-hour instructional day: 6th grader at HW Smith (assumes consistent classes each day, no rotation)

Time	# of minutes	Daily Core Instruction: Optimizing time for student learning	Supplemental Activities: Using time to help students thrive in school and beyond
8:00-9:15	75	ELA (1st of 2, may encompass a literacy-based classroom community mtg)	Differentiated opportunities will be offered to meet students' varying needs: small group tutoring, online/virtual learning, deep-dive STEM inquiry projects from PLTW, arts enrichment, etc.
9:15-20	5	Passing period	
9:20-10:15	55	Science	
10:15-11:35	80	Math ("double dose")	
11:35-12:05	30	Lunch	
12:05-12:50	45		Elective/enrichment (PE, art, music)
12:50-12:55	5	Passing period	
12:55-1:35	40	ELA (2nd of 2, may focus on writing or other skill-building)	
1:35-2:20	45	Social Studies	
2:20-3:00	40		Academic support, enrichment, individualized learning time, etc.

Hours Per Week Comparisons
High-Performing, Expanded-Time Middle Schools vs. Traditional Middle Schools

* Source: *Time and Learning in Schools: A National Profile*

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.

A core component of the SCSD Strategic Plan, and of HW Smith's Transformation Plan, is that of creating shared accountability for learning through the tracking and reporting of student learning and progress. This expectation necessitates the implementation of data-driven instruction at all schools. In Syracuse City Schools, including HW Smith K-8, this data-driven system is based upon a purposeful and strategic use of performance data from a "nested" system of standards-driven classroom, school, district, and state level assessments.

In math and ELA, an additional intervention block has been included in the master schedule for students needing additional time and/or focus in order to meet grade level expectations. Ramp Up to Algebra is a yearlong course for 8th grade students who are not yet algebra ready.

HW Smith K-8 School, along with other schools in the district's Achievement Zone, will be partnering with the Achievement Network (Anent) to build additional internal capacity for data-driven instruction. With mastery of the New York State learning standards (including the Common Core) as the basis for the assessment system, teachers and other instructional staff use formative, interim, and summative assessment results to make instructional and programmatic decisions.

State assessment results are used to inform programmatic decisions about intervention plans/schedules, curriculum revisions, instructional program revisions, grade/course placement, etc. New district curriculum assessments include curriculum-based unit assessments, ongoing progress monitoring checks, and other campus-determined interim assessments. Teachers and principals will be provided with and use formative and summative assessment results in data meetings, professional development sessions, collaborative planning meetings, etc.

A focus for improvement in the area of data-driven instruction includes: 1) development of a more focused teaching plan in response to performance results; 2) implementation of a closer supervision process for enactment of data-driven instructional decision; and 3) re-assessment of students after re-teaching and intervention. The partnership with ANent will facilitate these improvement initiatives.

v. *Student Support - (1) Describe the school-wide framework for providing academic, social-emotional, and student support to the whole school population. (2) 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. (3) Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner.*

HW Smith K-8 School takes a holistic, comprehensive approach toward academic, social-emotional and student supports. In the current environment of limited resources and increasing student exposure to risk, it is critical for our school to make efficient use of our own resources while garnering the community support needed to effectively facilitate student performance. Like other schools throughout the aZone, HW Smith relies on the Positive Behavioral Interventions and Supports (PBIS) framework. PBIS' multi-tiered system of support provides for a school-wide approach to support the entire school community as well as universal interventions that are both preventive and proactive. Recognizing and supporting positive behaviors impacts up to 80% of the student population in a school-wide, systemic manner. The PBIS framework allows time and resources for those students who need targeted group interventions and intensive support beyond the universal strategies.

This approach is supported by a student monitoring system facilitated through the *Promise Zone* Student Support Team. The student monitoring system collects data in the areas of academic, health/wellness and social/emotional development, leading to designations of "on-track to thrive", "on-track", or "off-track" in each domain reflecting student attendance, ELA and math scores, report cards, student suspensions and behavior referral data. The student monitoring system is embedded in the *Student Success Plan* module of eSchool, the SCSD's student information system. It allows for the ongoing coordination of efforts among the school and

district support staff, Say Yes to Education partners, and community-based organizations in order to match students with the supports, services and enrichment opportunities needed to address identified barriers to success.

The key goals include: *Academic Success* – Teachers and staff regularly review student academic data in order to identify students at-risk of failing; *Social Emotional Success* - Clear behavioral expectations are set for all students and students receive recognition when they meet expectations; *Team Work* - School, family and community partner together to identify children who may struggle in school with behavioral challenges, and identify appropriate supports; and *Effective Interventions* – Plans are designed based on the strengths and needs of the youth and family. The plan is monitored regularly to ensure that it is working and to make adjustments when necessary.

The key interventions, aligned to CR Part 100.2, include enrollment in our afterschool program, tutoring or other appropriate academic intervention services, test score improvement assistance, check and connect strategies, assignment of a mentor, Aggression Replacement Therapy (ART), home visits, social skills groups, anger management groups, earned lunch or special activity with the principal (or other adult in the school), 1:1 counseling with the school counselor, social worker or psychologist, parent meetings, team meetings, daily or weekly progress reports and a mental health clinician referral. Students experiencing extreme physical or emotional health challenges may apply to District Health Services for a Homebound Tutor when school attendance is adversely impacted due to a health condition.

The student support team consists of an administrator, teachers, social worker, counselor or psychologist and a school support specialist (funded through our partnership with Say Yes to Education). The team meets weekly to: review and prioritize at-risk indicators identified by the student monitoring system; identify appropriate school and community-based interventions and supports for the student(s); and collaborate with social workers, counselors and other stakeholders tracking the effectiveness of interventions utilizing the *Student Success Plan.*

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.*

The leadership of HW Smith K-8 School is committed to providing a safe, orderly, and productive learning environment for all students. Student behavior is based on respect and consideration for the rights of others. Students are expected to conduct themselves at all times in a manner that will contribute to the best interest of the school. Students are expected to:
- Participate fully in the learning process – students should report to school and class on time, attend all regularly scheduled classes, remain in class until excused or dismissed, pay attention to instruction, complete assignments to the best of their ability, and ask for help when needed.
- Avoid behavior that impedes their own or other students' educational achievement – students should know and avoid the behaviors prohibited by the student code of conduct, take care of their books and other instructional materials, and cooperate with adults and peers.

- Show respect for the knowledge and authority of teachers, administrators, and other school personnel – students must obey directions, use acceptable and courteous language, avoid being rude or disrespectful, and follow school rules and procedures.
- Recognize and respect the rights of others – all students should show concern for and encouragement of the educational achievements and efforts of others.

We believe that the responsibility for discipline within the classroom lies with the teacher. Faculty members should strive to assist students to attain the goals of self-discipline during the school year. By setting definite, well-defined limitations for acceptable behavior and being consistently firm, yet caring, we are confident that our students can conduct themselves appropriately. Enforcing school and class rules with fairness positively influences the atmosphere and management or control of each classroom.
We will utilize a progressive discipline process whenever discipline is to be imposed including bus misbehavior. Teachers and students will receive training regarding the progressive discipline, which will provide students the opportunity to change their behavior and avoid receiving further consequences for disciplinary infractions. However, the degree of the discipline to be imposed for any violation, including the first time a student commits a disciplinary infraction, will be in proportion to the severity of the violation. When considering the discipline to be imposed, administrators will take into account any and all relevant factors to assure that the appropriate degree of discipline is imposed.

Because student behavior and classroom management ranks high among the school's reform priorities, we will intensify support for school leaders so that they will be able to: work with teachers to support best practices in classroom management and student engagement; provide analysis of school-wide trends in support of school turnaround priorities; and establish clear expectations for behavior and fostering a positive climate for learning. School leaders will provide extensive professional development to staff regarding building positive relationships and managing classrooms as "warm demanders," or "no-nonsense nurturers." Some of the topics will include: Managing Your Classroom With Heart, Building a Positive Classroom Culture, and Developing Routines, Rituals and Procedures.

We also recognize the important role that students play in building and contributing to positive school climate. Students will engage in learning sessions throughout the year that address topics to include: bullying, teamwork and building relationships. The students will also participate in quarterly academic and behavioral expectation assemblies that will be led by school administrators.

vii. Parent and Community Engagement - Describe the mechanisms 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 and Part 100.11 requirements

The Syracuse City School District Parent Involvement Policy has been developed with parents of students in the District, and has been established and is enforced in accordance with Title I and shared decision-making requirements. Before the outset of each school year, the District's School Calendar and District Handbook is distributed to every family with a child who attends

school within the District. The calendar/handbook displays the District's Parent Involvement Policy in its entirety.

Great Expectations: Syracuse City School District Strategic Plan 2012-2017, calls for the District to "improve communications with families and community members." Under this initiative, the District has developed and is implementing an external communications strategy; providing assistance to school-based staff to strengthen communication with parents and community members; and evaluating and assessing how schools are communicating with and engaging parents and the community.

The District has an active Parent Partnership Network (PPN), with two full-time parent liaisons. The mission of the PPN is to assist parents, the community and District staff in working collaboratively in the learning process. This is accomplished by providing information and referrals, assistance with effective communication, 1:1 support, opportunities for decision-making, governance and advocacy, and establishing networks among those who value the uniqueness and diversity of our families.

Annually, each Title I school receives a Title I parent involvement allocation and devises a Parent Involvement Plan (PIP). The purpose of the PIP is to help guide each school in utilizing their allocation to encourage parent involvement. Each PIP is based on Title I regulations, while remaining consistent with the District's Parent Involvement Policy. The District's Shared Decision-Making and School-Based Planning Regulation ensures the involvement of parents on School Leadership Teams. One parent on the School Leadership Team (SLT) is designated the Title I representative who acts as a liaison between parents and the SLT on decisions surrounding the application of expenditures. Furthermore, the SCSD sets aside funding for parent engagement activities offered through Parent University, representing a partnership between the District and Say Yes to Education.

Family and community communication at HW Smith School will include the active participation of parent volunteers in student supports and services, parent-teacher organization (PTO), and family events and activities. Further, the OSTI *Community Outreach Coordinator* is dedicated to supporting aZone schools in strengthening parent involvement including special event planning; and public relations development through community education, involvement and support.

II I. Training, Support, and Professional Development

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

School leaders were informed of the school's priority status in July 2012. With access to NYSED guidance on ESEA waiver requirements, they began to formulate their plans for school redesign.

The Superintendent, Chief Academic Officer and Director of School Reform met with the identified Priority Schools' principals to review the four intervention/redesign models, and discuss the SIG grant application requirements and guidance. Individual follow-up meetings were then scheduled with each of the five proposed aZone schools. Attendees at the follow-up meetings included the school's principal and members of the School Leadership Team, the Chief

Academic Officer, the Executive Director of School Turnaround, and the president of the Syracuse Teachers Association. Aspects of each of the four redesign models were reviewed and any input, questions or concerns were raised and discussed. Model selection included a thorough review of trend data, teacher effectiveness data and ratings, and consideration of the impact of the model on the school community. Once a redesign model was selected based on the needs and strengths of the school, the principal met extensively with the SLT to develop and refine HW Smith's Transformation Plan. Staff from the offices of Teaching and Learning, the Office of Turnaround and Innovation and the Department of Special Programs met extensively with school leadership to assist them in crafting this SIG grant application.

ii. *Implementation Period. Identify in chart form, the planned training, support, and professional development events scheduled during the year one implementation period (September 1, 2014 to June 31, 2015).*

Attachment II Ia: Implementation Period Chart represents the planned training, support and professional development events scheduled during the Year One implementation period at HW Smith K-8 School. Included in the last column of the chart are the rationales for each planned event, and why it will be critical to the successful implementation of the SIG plan.

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 the result of evaluation, tying in any modification processes that may be the result of professional teacher observations and/or the results of common student interim assessment data.*

The Executive Director of Teaching and Learning is the point person for oversight of professional development in the Achievement Zone schools. Administrative monitoring visits will be regularly conducted at H.W. Smith K-8 School starting in September to assess the effects of the training, support, and professional development provided to the school. The Literacy and Math Instructional Coaches and consultant-based instructional coaches will provide job-embedded professional development. The coaches will observe each teacher, providing them with ongoing coaching, feedback and support to strengthen their instructional practice and to improve their classroom management and student engagement skills.

In addition, classroom observations will be conducted by the principal, assistant principal and/or peer observers. In early January 2015, after every teacher has been observed at least once, the professional development and coaching schedule will be modified as needed to provide targeted support in identified areas. The principal, assistant principal, peer observers and coaches will meet for weekly data meetings to review and analyze student instructional and support data, as well as teacher observations and student interim benchmark data. Based on the classroom observations and data analysis, each teacher will be provided with the necessary support to strengthen any areas that have been identified as needing improvement.

Additional job-embedded coaching will be provided and/or teachers will have the opportunity to work with a mentor. Our external partners identified in Section II F will be utilized. Teachers will be given common planning time to discuss best practices and share ideas. We are committed to supporting our teachers so they have the training and resources available to them to provide the best possible instruction for our students.

II J. Communication and Stakeholder Involvement/Engagement

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.

The Syracuse City School District understands the importance of involving the community it serves in moving forward with dramatic turnaround of its historically underperforming schools. As such, we will utilize a variety of methods to insure the school community is well informed.

HW Smith K-8 School, in coordination with the other Priority schools in the Achievement Zone, will benefit from the support of a Community Outreach Coordinator who will be responsible for: overseeing all aspects of volunteer participation, special event planning, organization and promotion; and public relations development through community education, involvement and support. The Community Outreach Coordinator will serve as the point person for marketing and community relations, and will provide printed resources and public presentations to HW Smith parents, the neighboring community, district central office, the Board of Education, elected officials and potential school partners.

Regular updates will be provided over the three-year award period through a variety of media, including but not limited to: the HW Smith website and social media outlets (e.g., Facebook and Twitter), parent and PTSO meetings, school newsletters, the School Messenger automated calling system, community and business partner meetings, mailings, and flyers. Other informal meetings may also be held in conjunction with PTSO meetings or on special event nights. Monthly PTSO meetings will be held in the school auditorium and scheduled monthly. HW Smith will post documents and updates quarterly regarding SIG plan implementation on the school's website during the school year to keep the stakeholder groups abreast of the status of SIG plan implementation. Lastly, the school will also send home written communication to parents, providing information regarding the status of SIG plan implementation via the school's monthly newsletter and using the school website more frequently when updates occur.

Preliminary Communication Plan:

Communication Item	Method	Time and/or Place
Inform Parents and Community of SIG plan	PTSO meetings, Webpage, Board of Education meeting	May, 2014: Auditorium, Web
Summer Programming for students	PTSO meeting, Webpage, newsletter	May, 2014: Auditorium, Web
Extended Learning Initiative Update	PTSO meeting, Webpage, newsletter	June, 2014: Auditorium, Web Jan 2015; Auditorium, Web
Quarterly Update of SIG plan	PTSO meeting, Webpage, newsletter	Sept 2014, Dec 2014, March 2015, June 2015
School Activities	PTSO meeting, Webpage, newsletter	Monthly
Parent Involvement & Engagement Activities	PTSO meeting, Webpage, newsletter	Monthly
Student Achievement Data	PTSO meeting, Webpage, newsletter	Dec 2014, June 2015

II K. Project Plan Narrative/Timeline

i. Identify and describe the key strategies for <u>year-one implementation period (June 1, 2014, to June 30, 2015)</u> that are aligned to the goals identified in Section II A. School Overview.

With the overarching goal of becoming a "School in Good Standing" before the end of the three-year project period, HW Smith K-8 School seeks to attain the following goals:
(1) to develop and implement a whole-school change plan aligned to the tenants of the federally-established Transformation Model; and
(2) to realize dramatic school-level achievement gains.

HW Smith School will utilize the following **key strategies** to realize interim targets and achieve success in year one:

Timeframe	Action
Before March 30, 2014	Recruit, interview, and hire outstanding principal to serve as the school leader overseeing the implementation of the Transformation plan
April 30, 2014	Identify outstanding assistant principal to provide supporting leadership
April 30, 2014	Codify TIME Collaborative plan for ELT, and finalize selection of CBO(s) to serve as primary partner(s) to coordinate and provide enrichment and youth development
By April 30, 2014	Determine who may continue to teacher in the school, and fill 50% of anticipated teacher vacancies; formalize Election-to-Work Agreements
By May 31, 2014	Fill remaining teacher vacancies
June 2014	Formalize partner MOAs and agreements
Summer 2014	Provide Summer Leadership Institute and Professional Development Academies
Summer 2014	Conduct audit of school facilities and resources; purchase needed supplies and materials and submit work orders as necessary
Summer 2014	Refine key messages and answers to FAQs about the redesign plan
Summer 2014	Create monitoring/support calendar with differentiated protocols for data and operational dashboards
September 2014	Conduct aZone Kickoff Celebration
September 2014 - ongoing	Provide ongoing, external and job-embedded professional development
September 2014 - ongoing	Provide 300 additional hours of high-quality instruction to all students annually
September 2014 - ongoing	Monitor and track leading indicators early and often
September 2014 - ongoing	Make rapid and dramatic adjustments when leading indicators suggest that school turnaround is not on track

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.

As we begin the implementation of the proposed whole-school redesign plan, we will look for a number of **"early wins"** that will serve as initial indicators of successful SIG plan implementation. For example, we expect to see the school principal take specific turnaround actions, including focusing on a limited set of high-priority, short-term goals. S/he will signal the magnitude and urgency of the need for dramatic change, and will discard failed rules and routines while deploying new tactics for early and dramatic success.

We will also look for significant change in existing school staff. We expect to see the release or redeployment of staff not fully committed to the transformation plan, and the hiring or placement of new staff to the school who can help to organize and drive change. We will look for evidence of growing stakeholder support for turnaround initiatives, school and community investment in what works, and a willingness to let go of failed tactics and initiatives. The principal and

leadership team will candidly and honestly report on early results and share them in open-air sessions.

iii. Identify the leading indicators of success that will be examined on no less than a monthly or 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.

The success of the proposed whole-school redesign plan will depend largely on the speed with which we can quickly redirect major change if necessary. We recognize that **leading indicators** can provide early evidence about whether the school is on track — and if not, how to intervene to increase the odds of success.

The leading indicators will be examined on a monthly, quarterly and annual basis. A data analyst in the Department of Shared Accountability will be dedicated to the Priority schools and will be responsible for gathering this data. Data will be gathered from a variety of sources, such as eSchool, PeopleSoft, Datacation, and Teachscape. Data will be reviewed by the Chief of Shared Accountability and the Chief Academic Officer before it is shared with the aZone Director and the school principal. The principal will report this information to the School Leadership Team once a month during the weekly team meetings. In addition, the aZone Director will report this information to the Superintendent of Schools on a monthly basis.

On a monthly basis, the following leading indicators will be examined: short-cycle assessments; student attendance and truancy; health and social/emotional development; and student suspensions and behavior referral data. The Turnaround School Teams will quickly utilize this information to address issues identified in the data and will regularly monitor progress.

Quarterly, the following indicators will be examined: ratings on the degree to which leaders engage in action; teacher turnover rates; teacher attendance; student turnover rates; report cards; violent/disruptive incidents that may lead to a suspension; school demand; student, teacher, and parent satisfaction; benchmark tests; and building-based indicators that are aligned to turnaround goals and are developed by the School Leadership Team during the first year of implementation. The aZone Director will attend a quarterly meeting with the School Leadership Team to discuss this information and assist in the development of any modifications should they be warranted to keep the school's turnaround efforts on target.

The Superintendent of Schools, the Chief Academic Officer, the Chief of Shared Accountability and the aZone Director will review the following data annually: school leaders 'effectiveness; existence of a plan including turnaround success actions; level of clarity and detail in goals, steps, and timing for all staff; ratings and timeliness of actions to implement steps in the plan; existence of systems to regularly collect, analyze, and use data; distribution of teacher quality; percentage of students taught by highly effective teachers; number of instructional minutes; implementation of instructional practices; participation in professional development; participation on state assessments; and state test results. This information will be reported to the school principal, who will then share it with the School Leadership Team.

During the summer months, the principal and the School Leadership Team further analyze this data and develop strategies to address areas that are not on track for success to be implemented at the start of the following school year. The aZone Director will report this data to the New York State Education Department on an annual basis, or more often (if requested).

Narrative Attachment I Ba:

Supporting Labor-Management Documentation

- Board Resolution

- Draft Memorandum of Understanding

- Draft Election-to-Work Agreement

Syracuse City

SCSD

School District

SYRACUSE CITY SCHOOL DISTRICT

BOARD OF EDUCATION

SYRACUSE, NEW YORK

Resolution Number

RESOLUTION

Authorization to Enter into Memoranda of Understanding

Whereas: the following five schools, Dr. King, Dr. Weeks, Franklin, HW Smith and Lincoln have been named as priority schools by the New York State Education Department; and,

Whereas: the Syracuse City School District must implement whole school redesign with fidelity in these five priority schools in the 2014-2015 school year; and,

Whereas: the Board of Education recognizes that in order for the whole school redesign plans to be successful, these five priority schools must be granted the appropriate autonomy, operating flexibility, resources and supports to reduce barriers and overly burdensome compliance requirements; and,

Whereas: said autonomy, flexibility, resources and supports shall be reflected in memoranda of understanding with the applicable collective bargaining units; now, therefore, be it

Resolved: That the Board of Education authorizes the Superintendent of Schools to negotiate and enter into said memoranda of understanding.

Dated: February 26, 2014

MEMORANDUM OF UNDERSTANDING
BETWEEN
SYRACUSE CITY SCHOOL DISTRICT AND
SYRACUSE TEACHERS ASSOCIATION

DRAFT ACHIEVEMENT ZONE SCHOOLS AGREEMENT
February 26, 2014

1. **Introduction:** The Syracuse City School District (SCSD) and the Syracuse Teachers Association (STA) are sponsoring the establishment of an Achievement Zone (aZone) within SCSD. The purpose of establishing the aZone is to provide models of educational excellence that will help to foster widespread educational reform throughout the SCSD. The parties hope to improve dramatically the educational learning environment and thereby improve student performance.

All aZone schools have been identified as "Priority" schools by the New York State Education Department (NYSED) and will be required by NYSED to begin implementation of a "Whole School Reform Model" in school year 2014-2015. SCSD is required to commit each school to one of the following options:

- The federal "Turnaround" model
- The federal "Restart" model
- The federal "Closure" model
- The federal "Transformation" model
- A three-year plan that provides for the redesign of a school by implementation of the turnaround principles as listed below

SCSD and STA have collaborated in good faith to craft this MOU in accordance with the seven turnaround principles articulated by NYSED:
- Providing strong leadership by:
  - Reviewing the performance of the current principal;
  - Either replacing the principal if such a change is necessary, or demonstrating to the Commissioner that the current principal has the ability to lead the turnaround effort;
  - Providing operationally flexibility in the areas of scheduling, staff, curricula, and budget.
- Ensuring that teachers are able to improve instruction by:
  - Reviewing the quality of all staff and retaining only those who have the ability to be successful in the turnaround effort;
  - Preventing ineffective teachers from transferring to these schools;
  - Providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.
- Redesigning the school day, week, or year to include additional time for student learning.
- Strengthening the school's instructional program based on student needs and ensuring the instructional program is research-based, rigorous, and aligned with the Common Core.
- Using data to inform instruction and for continual improvement, including the provision of time for collaboration on the use of data.
- Establishing a school environment that improves school safety and discipline, and addressing other non-academic factors that have an impact on student achievement.
- Providing ongoing mechanisms for family and community engagement.

2. **Scope:** There will be established 5 (five) Achievement Zone Schools as part of the aZone School Agreement: Franklin, Dr. King, Lincoln, HW Smith and Dr. Weeks.

   Planning and transitional implementation will commence upon signing of this agreement (MOU), with full implementation to take place during school year 2014-2015. This timeline will allow aZone school leaders and staff to meet the needs of students, as well as to fulfill the requirements of NYSED's Whole School Reform Model.

3. **Status of SCSD Employees Who Work in aZone Schools:** All STA bargaining unit members who elect to work in aZone schools shall maintain their full status as members of the STA bargaining unit and as employees of SCSD.
   a. These employees shall receive, at a minimum, the salary and all health and welfare benefits set forth in the negotiated Collective Bargaining Agreement ("CBA") between SCSD and STA.
   b. These employees shall continue to be subject to the rights, protections, obligations and duties applicable to certified employees under the New York State Code, including, but not limited to, the membership in the State Teachers Retirement System. These employees shall continue to accrue seniority in the system.
   c. These employees shall continue to attain and maintain "status and classification" as set forth in the New York State Education Law) e.g. probationary, tenured, long-term substitute, etc.)

4. **District-Wide Transfer List:** Due to the urgent nature of the challenge facing the District and in a good faith effort to allow an adequate amount of time to staff the aZone schools with personnel that meet the needs of each school, the parties agree to modify Article 10, G-H, of the CBA for the 2014-2015 school year only.

5. **Opt-Out Process:**
   a. Any current teachers at aZone schools must inform the district by April 15, 2014 if they are opting out of continuing to teach at the school under the terms of this Agreement. Those teachers electing to opt out of the school will be placed on the District's transfer list. The deadline for submitting a transfer request will be extended to accommodate this process.
   b. If they opt out, teachers will be transferred to another school in the District for school year 2014-2015 (using the current transfer process).
   c. Teachers opting out of an aZone school cannot be re-hired by their current school; if applying to another aZone school they will need to complete that school's hiring process used for teachers from other district schools.
   d. For any teachers considering opt-out from any of the five schools, who were eligible for retirement under the 2014-2015 retirement incentive but did not previously file, the District retirement incentive program may be extended.

6. **Opt-In Process:** Teachers form current non-aZone schools may notify the district, via placement on the district transfer list, that they would like to be considered for a position in an aZone school. The deadline for submitting a transfer request will be extended to accommodate this process.
   a. Currently staffed teachers who wish to remain in aZone schools implementing the Transformation model must complete the aZone Election to Work Agreement (EWS, per section 8 below). Teachers who wish to remain in schools implementing the Turnaround model must submit their intent to re-apply for their position by April 15, 2015, then participate in the process outlined in Section 7 below.

7. **Process for Deciding Which Staff are Eligible to Remain in aZone Schools implementing the Turnaround Model:**

   Part I: Data Review

   a. Principals or Executive Directors (if the principal has not yet been hired for the school) will review the following data for current Turnaround school teachers:
      - Multiple principal observations of teachers (completed during school years 2012-13 and/or 2013-14)
      - Portfolio of materials, including lesson plans and student work samples
      - *For 3-8 grade ELA and Math teachers only:* Prior year state test data (use 2012-13 test data for 2013-2014 determinations)

   b. Rubrics will be created-aligned to the district's teaching and learning and Danielson frameworks- that set a minimum threshold for teachers who are eligible to remain in Turnaround schools

   c. For the 2014-2015 school year, no teacher with an "ineffective" rating based upon his/her 2012-2013 APPR composite HEDI rating (Persistently Lowest Performing Schools, only) may be considered for placement in an aZone school.

   d. For all subsequent years of this agreement, no teacher with an "ineffective" rating, based upon the most recently assigned APPR composite HEDI rating, may be considered for placement in an aZone school.

   Part II: Interview

   Principal, Executive Director, and a STA officer will select the first five teachers hired for each school; they will strive for consensus, but the principal makes the final decision, in keeping with the principle of mutual consent. Those first five teachers, if they so choose and on a voluntary basis, will participate in interviews as members of the hiring team for the remainder of the selection process to hire initial staff for the school.

8. **Staffing:** After the initial opt-out transfer process described in Section 5, all remaining and future open positions at each aZone school shall be staffed by a process of mutual consent whereby the principal and candidate mutually agree to the job placement.

   Assignment of each staff member at aZone schools is on a year-to-year basis (there is no job security at the site, but staff retain seniority and transfer rights within the SCSD). The staffing plan is based on student needs and staff must be hired and retained to support the vision and mission of the school.

   a. In the 2014-2015 school year and for the remainder of the term of this MOU, all staff must commit to the obligations on the aZone Election to Work Agreement(EWA), including approved Addenda to the EWA drafted by any individual aZone school's Turnaround School Team (see Section 10.c., below)

   b. Staff at an aZone school who do not follow the EWA can be required to transfer. Staff who elect to transfer because they do not want to be part of the Innovation School, or those who are asked to transfer when a position is converted or eliminated to support the school's vision and mission, retain the same transfer rights as any other staff in SCSD. Should the principal determine that a staff member does not fulfill the obligations of the EWA, the principal may recommend an administrative transfer to the Executive Director (ED) Turnaround. Staff may appeal the principal's decision to the aZone Advisory

   c. When leadership vacancies arise in aZone schools, the Turnaround School Teams will play a role in interviewing Innovations School principals and will make recommendations to the ED of

Turnaround, who makes the final recommendation to the Superintendent. The Superintendent is responsible for hiring principals. By majority vote, the aZone Advisory Council may appeal the principal selections recommended by the Ed of Turnaround; the final authority is with the Superintendent. All principals will be evaluated by SCSD.

9. **Working Conditions In All Achievement Zone Schools:** aZone schools shall continue to follow municipal, state and federal laws and regulations, however they shall be exempt from certain Board Rules and District policies not directly tied to state and federal laws and regulations, and shall likewise be exempt from the provisions of the CBA except as is specified below. Achievement Schools shall strive for a model of collaboration and shared decision-making at the school site, embodying freedoms from locally imposed constraints.

Any STA bargaining unit employee who is displaced from an aZone school and/or is released from an aZone school (e.g. due to a programmatic change at the school site) during the term of this Agreement shall be transferred to a vacancy for which the employee is qualified at another school in SCSD.

   a. As expressly set forth below, certain provisions of the SCSD-STA Collective Bargaining Agreement shall remain in full force and effect at all times during this MOU. In addition to those referred to in Section 3a. above, the following provisions of the CBA, however, cannot be waived or in any way modified, and shall continue to apply with full force to unit members who work in aZone schools:
   - Definitions (Article 1, a, c-r, and t)
   - Recognition (Article 2)
   - Salary Schedule (Article 3)
   - Salary Administration (Article 4)
   - Lunch and Playground Program (Article 5 d)
   - Rights and Responsibilities (Article 6, c, f-h)
   - Induction Programs (Article 8 a, b)
   - Employment (Article 9,e)-CAVEAT: while assigned to aZone Schools, all regular and long-term substitutes are subject to the Articles and Sections set forth in this MOU.
   - Assignments and Transfers (Article 10,a,d,e,f,g,I,j)
   - Vacancies (Article 11)
   - Leaves (Articles 15, 16)
   - Fringe Benefits (Article 18)
   - Building Facilities (Article 20)
   - Association and Board Rights (Article 22, f-i, k-l)
   - Teacher-Administrator Liaison (Article 23)
   - Use of School Facilities (Article 24)
   - Dues Deduction (Article 25)
   - Miscellaneous (Article 27)
   - Duration (Article 28)
   b. The foregoing Articles or sections of Articles shall continue to be subject to the Grievance provisions of the Unit 1 CBA. All other matters shall not be subject to the contractual Grievance provision and, instead, are subject to review, etc. exclusively through the Internal Appeals Process set forth below.
   c. The provisions of this Achievement Zone Schools Agreement are not intended to narrow or expand the rights of the SCSD or of STA to be less or greater than that provided by law, except as

specifically set forth in this MOU. If there is a conflict between specific provision of this MOU and legal requirements, all other non-conflicting sections of this MOU shall remain full force and effect.

10. Working Conditions In Each Innovation Zone School:

    a.   The matters set forth below shall be reduced to writing in an Election to Work Agreement (EWA) that shall be provided to each Achievement Zone school teacher at the inception of his/her employment at the aZone school and no later than April 15 annually thereafter. All employees are required to sign such document as a condition of working or continuing to work at the aZone School. In the 2014-2015 school year and annually for the remainder of the terms of this Agreement, the EWA shall include the following information:

        i.   The length of the instructional day, school day, and workday.

        ii.   The length of the instructional year and work year and school calendars.

        iii.   The amount of time an employee is required to render service, including but not limited to participation in professional development activities, beyond the instructional/school/work year or set forth is this Agreement.

        iv.   Any additional required duty time, such as during summers, school breaks,etc.

        v.   Elementary planning in the amount of 200 minutes of planning time every (5) days.

        vi.   Secondary planning in the amount of 240 minutes of planning time every (5) days.

    b.   In the 2014-2015 school year, all employees of Achievement Zone schools will be expected to sign and adhere to the provisions of the "EWA for Cohort I Achievement Schools," attached as Appendix A to this document. The EWA will confirm to all signatories that, during the 2014-2015 schools year, aZone teachers will receive compensation for the following additional work hours: one hour daily of instructional time with students, and the equivalent of one half-hour daily for common planning time and/or other components of the school's professional learning community.

    c.   For the 2015-2016 school year and annually for the remainder of the terms of this Agreement, a differentiated Addendum to the Achievement Zone EWA may be drafted at each school site by the principals and Turnaround School Teams and will be subject to approval by the Achievement Zone Advisory Council.

    d.   The EWA will confirm to all signatories that, during the 2014-2015 school year, aZone teachers will be expected to attend and actively engage in professional development, four days of which is anticipated to be delivered prior to the opening day of school in September 2014. Summer professional development will be paid at the hourly rate for summer training, and professional development during the school year will be paid at the hourly rate for the school year.

    e.   Notwithstanding the provisions of this section, aZone schools shall, at a minimum, provide at least 180 student instructional days.

    f.   Employees in aZone schools will be required to work the full workdays/work year (or the proportionate amount required by their less than full-time assignment) and to perform and render service as prescribed by the terms of the approved Achievement Zone school plan as set forth in the EWA.

    g.   Any additional time required of teachers in aZone schools, beyond the minimum 180 instructional days for other District schools, shall be compensated at a rate to be negotiated between the parties.

    h.   The School Improvement Team at each aZone school will consist of no more than thirteen members, with one teacher appointed by the principal, five teachers elected by their colleague teachers, one teaching assistant elected by his/her colleague TAs, the school's Say Yes school support specialist, one representative of the local community, as well as the school's principal and

a vice-principal. The remaining two members must be parents or family members of current students at the aZone school, one to be chosen by the principal and one to be chosen by sitting members of the School Improvement Team. The principal holds the tie-breaking vote.

- School Improvement Team members (with the exception of the principal and vice-principal) cannot serve more than two consecutive years. A School Improvement Team member (with the exception of the principal) may be dismissed from service by a three-quarters majority vote of the School Improvement Team.

11. **Oversight of Achievement Zone:** The Achievement Zone shall be overseen by the Achievement Zone Advisory Council. The aZone Advisory Council shall be comprised of District and STA staff, as well as external stakeholders with a vested interest and commitment to dramatically improving student achievement in the district's lowest performing schools, as follows: the Superintendent and two chief-level officers of SCSD; four representatives of STA, including the President; one representative from SAAS; two parents or family members of current students in aZone schools; and three community representatives, one to be selected by the Superintendent, one to be selected by the President of STA, and one to be agreed upon jointly by both.

Responsibilities of the aZone Advisory Council include: deciding appeals of aZone principals' recommendations to remove staff as put forth in section 8.b, review of EWAs and school-level addenda as put for the in section 10.c, and conducting regular meetings with the Director of Operations and/or the Office of Teaching and Learning of the SCSD to review progress of aZone schools relative to performance goals. In school year 2014-2015, the aZone Advisory Council will convene initially during the month of July, then once again during each month of September, October, November, and December, then again during the months of February, April, and June.

12. **Support to the Achievement Zone:** Achievement Zone schools will be directly supported by the SCSD Office of School Transformation and Innovation (OSTI). The OSTI will work in collaboration with aZone school leadership and School Improvement Teams to set the school vision, create the annual school-specific Addenda to the aZone Election to Work Agreement, coordinate the Internal Appeals Process, draft aligned school reform/improvement goals and plans, and monitor performance and progress.

13. **Internal Appeals Process:** Issues related to salary, benefits, and those Articles listed in Section 9 a. of this MOU, are to be resolved through the procedures outlined in Article 26 of the CBA: Grievance Procedure.

All other issues should be addressed at the Achievement Zone school sites in a good faith effort to resolve the concern to the mutual satisfaction of all parities. If a dispute related to working conditions cannot be resolved after a reasonable amount of effort, then the aZone Internal Appeals Process (IAP) should be followed. Every aZone school employee will receive a written copy of the IAP, and the IAP shall be posted on the aZone Schools website. A "day" for purposes of this IAP is defined as any school day, except Saturdays, Sundays, legal or school holidays, or school breaks.

During any or all steps of the IAP process the aZone school staff member may request that the school's STA building representative, or another colleague or school site representative, accompany him/her to IAP meetings. The member may request that the STA representative or other colleague speak on his/her behalf if so desired. All meetings and documents regarding IAP complaints shall be kept confidential by all participating parties.

The steps of the IAP are as follows:

a. **The complaint shall be presented in writing to the Achievement Zone school principal.**

b. **First meeting between the aZone school staff member and school principal:** Within five days after receipt of written complaint, a meeting shall be conducted between the principal and staff member to discuss the matter and attempt in good faith to resolve it.

c. **Second meeting with aZone School Team:** If the complaint is not resolved at the first meeting, within five days the aZone school staff member may request (in writing) a second meeting with the School Improvement Team. Within fifteen days, the School Improvement Team will meet with the staff member to review the relevant facts and c circumstances of the complaint. The School Improvement Team will issue a written decision to the staff member within 15 days.

d. **Third/final meeting with aZone Appeals Committee:** If the complaint is not resolved by meeting with the School Improvement Team, the aZone school staff member may request (in writing) a final meeting with the aZone Appeals committee, which will consist of one member selected by the Superintendent, one member selected by STA, an one member jointly agreed upon by both. The Appeals Committee will convene as needed when it determines that a complaint is worthy of review; the Committee is not required to hear all complaints submitted if it determines by majority that the decision of the School Improvement Team may stand. The decisions of the aZone Appeals Committee are final and not subject to further appeal.

e. **The Superintent's decisions regarding transfers are final and not subject to the Internal Appeals Process.**

14. **Duration of MOU:**

a. This MOU shall take effect immediately upon approval by the District and STA and remain in effect through June 30, 2017.

b. Thereafter, conditions of this MOU shall be re-negotiated on an annual basis.

c. Each party may re-open negotiations over this MOU. Negotiations shall commence at the request of either party at any time after January 1, 2016.

ELECTION TO WORK AGREEMENT:
Achievement Zone Schools

The following Election to Work Agreement is the product of collaboration between the Syracuse City School District (SCSD) and Syracuse Teachers Association (STA). Faculty in Achievement Zone (aZone) Schools must review and sign this agreement to recommit to their current schools OR voluntarily transfer into Achievement Zone Schools, thus demonstrating their dedication to the school transformation process.

1. Introduction and Commitment

I, _____ (name), am voluntarily electing to work at
_____ **Achievement Zone School.** By signing this Election to Work Agreement, I indicate that I understand and agree to the vision of the Achievement Zone and the following terms and conditions of my employment at an Achievement Zone School.

Commitment Statement:

The students of _____ **Achievement Zone School** deserve a high-quality education that will prepare each and every one for success in college, careers and successful competition in the global economy. As such, the school community must develop and execute a comprehensive reform strategy in order to transform the learning environment and substantially improve student achievement. This represents challenging yet morally necessary work that will require the collective efforts and commitment of faculty, staff, and community members at the school and district levels.

As a faculty member at _____ **Achievement Zone School** I understand the tremendous responsibility that we have to dramatically accelerate and improve student achievement in our school. Through the creation of SCSD's Achievement Zone, we have the unprecedented opportunity and directive to realize these gains by recalibrating expectations and re-imagining what is possible in our school. I understand that I am an integral part of the change process and that we, the faculty, have the opportunity and obligation to improve educational outcomes for our students. I understand that we cannot employ the same practices that we have employed in the past and expect radically different results for our students in the future. I pledge to actively support and engage in the school's transformation process; I understand that my participation in the reform process will affect the success of our school moving forward. I am driven by the conviction that all students can and will succeed and that we must act with the best interests of our students in mind.

Achievement Zone Overview:

In Syracuse, we face a strong imperative to invest in our district's most struggling schools. The district has created an Achievement Zone or a buffered space within the district where struggling schools can pursue new and creative strategies to bring about rapid and significant improvement. _____ has been identified as one of the district's Achievement Zone Schools. As an Achievement Zone School, _____ will receive increased site-based autonomy and staffing and operational flexibility in order to adopt innovative reform strategies.

I understand that the school's principal and School Improvement Team will receive increased flexibility and decision-making authority in exchange for heightened accountability. I also understand that the faculty will be required to perform and work in accordance with the terms of any federal/state school reform plan/s, this Agreement, and any work rules identified by the School Improvement Team. I also recognize that I am a part of an important initiative designed to identify and replicate successful school improvement strategies district-wide; therefore, I will bring an innovative and collaborative approach to my work. I understand and agree with the following principles, which are foundational to success of the Achievement Zone:

- All students enrolled in Syracuse City Schools deserve equal access to a high-quality education.

- Our lowest-performing schools represent our best opportunity to produce dramatic gains in student achievement.
- Rapid and sustainable school turnaround will require innovative and comprehensive improvement strategies.
- Community collaboration, communications, and partner engagement are fundamental to achieving and sustaining excellence.
- A high-performing school district is based on shared accountability and placing the interests of students above all others.
- Strong leadership, quality instruction, effective support structures, and efficient operations directly impact student performance.
- The school community must establish high expectations and strive for continuous improvement in order to achieve educational excellence.

I understand that by serving in an Achievement Zone School, I will be a leader for reform and innovation district-wide. I will measure my success not only by the success of my students, but also by the extent to which promising practices from our school compel lasting and district-wide change and improvement.

While not attempting to be exhaustive, this Election to Work Agreement highlights the important terms and conditions specific to the Achievement Zone Schools. Other terms regarding working conditions will be determined by _____ Achievement Zone School and _____ Achievement Zone School's - School Improvement Team.

2. Professional Learning Community

I understand that the vision for faculty at _____ **Achievement Zone School** is to build and sustain a Professional Learning Community that will improve the quality of all teaching and learning at the school; increase collaboration, transparency, and shared accountability amongst staff; and contribute to a schoolwide culture of excellence and high expectations for all students and all adults.

By signing this agreement, I commit to positive and active participation in all aspects of the Professional Learning Community at _____ **Achievement Zone School**, which may include some or all of the following activities: professional development workshops; coaching; development of and commitment to professional growth plans; and common planning across grade levels and/or subject areas. I understand that teachers will be expected to collaborate with their peers (e.g., through learning walks, peer observations, study groups), set goals based on evaluation feedback, and actively engage in all aspects of professional development. I understand that I must commit to a cycle of ongoing improvement, and I commit to improving my professional practice and that of my peers.

3. Flexible Scheduling and Extended Learning Time

I understand that in order to dramatically improve student achievement, we must be more flexible in how we structure and format the school day, week, and year. I will be flexible as the school seeks to expand learning time for students and also seeks to maximize efficiency of all instructional minutes with students. I understand that flexible scheduling may, for example, require a longer school day, longer class periods, staggered schedules, before-/after-school programming, and/or additional time for professional development and common planning.

4. Teaching Assignments

I agree to accept teaching assignments based on student need and program requirements and understand that teacher preference may only be considered when not in conflict with student need and program requirements.

5. Responsibilities and Expectations

Curriculum, Instruction, and Assessment:

Teachers are expected to...
- Hold high expectations for every student's academic performance
- Fully implement SCSD's and the Achievement Zone's guaranteed and viable curriculum
- Establish learning targets or benchmarks, collect and analyze student data, and use data to drive instruction
- Continually monitor student achievement and tailor instruction accordingly; differentiate instruction to address students' varying learning styles and needs
- Commit to ongoing development of instructional capacity, especially in regards to delivering content in engaging, relevant, and culturally competent ways
- Reinforce interdisciplinary skills across all content areas (including literacy and numeracy)
- Use interim or formative assessment to measure students' comprehension and content mastery over time and to adjust instruction accordingly and appropriately
- Actively participate in team meetings, professional development, common planning time, and the professional learning community as a whole; identify practices that meet the needs of students and share strategies with colleagues

Student Supports:

Teachers are expected to...
- Build and sustain a positive classroom community and develop strong student-teacher relationships
- Hold high expectations for student conduct; consistently and positively enforce classroom and school rules
- Employ classroom management systems that include positive incentives for individual and class cooperation as well as logical consequences for poor behavior choices
- Provide extended learning time for students
- Participate in team meetings to identify off-track students and develop strategies to meet those students' needs
- Collaborate with partner organizations that provide wraparound and student support services

Family and Community Engagement:

Teachers are expected to...
- Create opportunities for meaningful and ongoing parent, family, and community involvement
- Engage family members as active partners in their child's education and in the school community
- Participate actively in conferences and build strong relationships with parents/family members; maintain ongoing and regular home-school communications
- Participate in school-wide events and celebrations
- Model good citizenship through involvement in the community

6. Grievance Procedure

With the sole exception of concerns regarding provisions 3.a and 6.a in the Achievement Zone Schools Agreement, I commit with good faith to attempt to resolve all labor disputes at the building level with the principal and the School Improvement Team.

7. Voluntary Removal

I understand that I may voluntarily remove myself from _____ **Achievement Zone School** at the end of the work year. Faculty are hired to work in Achievement Zone Schools on a voluntary basis and may remove themselves at the end of the school year. Faculty will be asked to inform the principal of this decision verbally by _____2015 and in writing by _____2015. SCSD employees who do not return to the Achievement Zone Schools, either for personal reasons or because the Achievement Zone vision is not in alignment with their personal teaching philosophies or practices, shall be ensured the right to transfer to another SCSD school.

8. Authentication/Authorization:

By signing this document, I acknowledge that I have read all of the provisions of this Election to Work Agreement and that I agree to the terms and conditions outlined herein throughout my employment at _____ **Achievement Zone School** during school year 2014-2015.

To be completed by the faculty member:

Faculty name (print): _____

Faculty signature: _____

Date: _____

By signing this document, I acknowledge that I have read all of the provisions of this Election to Work Agreement and that I commit to honoring the terms and conditions outlined herein at _____ **Achievement Zone School** throughout school year 2014-15.

To be completed by the school principal:

Principal name (print): _____

Principal signature: _____

Date: _____

Narrative Attachment I Ca:

District Leadership Organizational Chart

District Org Chart for 1003(g) SIG TA-14

- Board of Education
  - Superintendent of Schools
    - Legal Counsel
    - Chief Operations Officer
      - Director of Special Programs
      - Executive Director of Teaching & Learning
        - Coordinators for:
          - ELA
          - Math
          - Science
          - Soc. Studies
          - Health/PE
          - Fine Arts
    - Executive Director of Talent Management
    - Chief of Staff
    - Chief Financial Officer
    - Chief Academic Officer
      - Director of Professional Development
    - Chief Accountability Officer

Office of School Transformation and Innovation (OSTI)

Innovation Zone (iZone)
- Executive Director of Turnaround
  - Director of Operations
  - Community Outreach Coordinator
    - Bellevue
    - Danforth
    - Frazer
    - Porter
    - Seymour
    - Van Duyn
    - Westside

Achievement Zone (aZone)
- Director of Achievement Zone
  - Dr. King
  - Dr. Weeks
  - Franklin
  - H.W. Smith
  - Lincoln

- Executive Director of High Schools and Career & Technical Ed
  - Corcoran
  - Fowler
  - Henninger
  - Nottingham
  - Johnson Center
  - Adult Ed

- Executive Director of Elementary/Middle Focus Schools
  - Clary
  - Delaware
  - Edward Smith
  - Exped. Learning
  - Grant
  - Hughes
  - Huntington
  - LeMoyne
  - McKinley-Brighton
  - Meachem
  - Roberts
  - Salem Hyde
  - Seymour
  - Webster

Narrative Attachment I Da:

District-Offered Training

Narrative Attachment #2

District-Offered Trainings to Build Leader and Teacher Capacity (Chart for District-Level I. D. v.)
for Year 1 Implementation Period (June 1, 2014 - June 30, 2015)

District-Offered Training to Build Capacity of Leaders in the Achievement Zone*					
Proposed Dates	Planned Training Initiative and Description	Agent/Organization Responsible for Delivery	Desired Measurable Outcomes of Training	Method of Analyzing and Reporting Outcomes	Rationale/Why Training is Critical to SIG Plan
June & July, 2014	**aZone Leadership Seminar: Developing an Improvement Mindset** This seminar is designed to lay the foundation for dramatic school turnaround with the leaders of each of the aZone schools by reorganizing and refocusing the school service to better serve students. The purpose of the training will be to identify and/or codify the mindsets needed in order to change student outcomes, focusing on approach to school governance, culture, climate and expectations. Attendees will gain skills on effective ways to create, manage and maintain an improvement mindset with their staffs and school communities.	Office of Teaching and Learning and Insight Education Group.	• 100% of aZone leadership complete self-assessment; 85% of leadership self-assessed as having a growth or turnaround mindsets by the end of seminar series • School leadership refine staffing plan and assignments for start of 2014-2015 school year • School leadership will write and articulate Theory of Action statements regarding school improvement mindsets • Growth in school leadership teams' abilities to effectively lead and manage turnaround in the 2014-2015 school year	• Self-Assessment/Rubric from Leverage Leadership (2012) to identify stages of development in school turnaround mindsets and aZone leadership • Office of Teaching and Learning (OTL) will administer pre and post assessments to compare July 2014 to April 2014 results • OTL reviews, provides feedback, and sign off on principal's staffing/ assignment plans based on alignment and fidelity to school goals • OTL leadership personnel will provide analyses and written and verbal feedback of "Theory of Action" statements	The seminar series establishes the foundation for successful turnaround conditions to be achieved in the aZone leadership. The foundational skills will be rooted in leadership's ability to set and manage change and create a cultures of high expectations for students.
Summer 2014	**Developing a strong Data Leadership Team** This professional development is designed to communicate the purpose of a data leadership team. The particular skills and responsibilities of each team member will be outlined. Models of successful data leadership teams will be shared. School Leaders and instructional coaches will select the best data leadership teams for their schools.	Achievement Network, Office of Teaching and Learning, Office of Shared Accountability, and Instructional Leadership Team	• Strong data leadership teams will be formed for each aZone school. •	• Leaders and teachers build effective data-use routines allowing teachers to regularly review student data and adjust their instruction to better address the needs of students. • Schedules and minutes of data meetings • Data Analysis protocols	Establishing strong data leadership teams will allow the use of data to drive instruction and result in improved student achievement

June 2014	**aZone Leadership Base Camp** aZone Leadership Base Camp is designed to address nswer the *why* of school turnaround and school improvement. During Part 1 of this three-part leadership series, school leadership will explore three professional development modules that address school improvement, analyzing data, and analyzing root causes to improve student achievement and organizational effectiveness of deviation. Aimed at ensuring that leaders develop clear understanding the current state of AZone schools, this session will allow attendees to discuss each school's specific current landscape and data, and will establish a baseline sis for school improvement.	Office of Teaching and Learning and Insight Education Group	• aZone leaders will create data portraits of their schools and present comprehensive data reports to their staff members • Each leadership team will create three SMART goals based on evidence from root cause analyses, to present at Midway leadership training in July August • aZone Leaders will lead their school improvement teams through the "5 Whys" process and the "Fishbone" exercise regarding root causes. • Strong data leadership teams will be formed for each AZone school.	• Observation, analyses, and feedback of leadership teams' presentations by OTL for accuracy of accuracy of content, quality of, quality of delivery and staff response to data • Principals will be evaluated using a performance checklist on the "Fishbone" exercise and evaluated on the "5 Whys" process	Base Camp is the first of a three module series that is intended to develop aZone leadership in focused areas crucial to creating and leading a successful turnaround school. The first series focuses on current state analysis, goal setting, and turnaround plan development - providing a much needed analysis on where schools are and where they strive to be.
July 2014	**Scheduling Time for DDI** This training is designed to communicate the importance of allocating time for data driven best practices. The particular components of a data cycle will be outlined. Examples of best practices regarding scheduling time will be shared. Data cycle dates that are best for each school will be selected.	Achievement Network, Office of Teaching and Learning, and Office of Shared Accountability	• Data meetings will be scheduled for the upcoming school year and aZone leaders will select the data cycle dates for their school. School leaders will lead their school improvement teams through the "5-Whys" process and the "Fishbone" exercise regarding root causes.	• Schedules and minutes of data meetings	Allocating the appropriate amount of time for DDI review will result in improved teach practices and increase student achievement.

August or Sept 2014	**Goal Setting for DDI** – This training is designed to coach the school leadership team on setting meaningful goals at the school and student levels aligned to SCSD goals. Set aligned goals for growth in teacher practice, to support performance.	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	• Set achievement and practice objectives and milestones for school.	• Outcomes of NYSED assessment tests and school internal reporting (ex: discipline referrals suspensions etc.) • State Report Card Data • School-bases DDI reports • Teacher observation reports	By setting a meaningful achievement and practice objectives benchmarks, this allows schools to adjust training and practice to meet in-year milestones and yearly objectives
July 2014	**aZone Leadership Midway Training Session** -aZone Leadership Midway Training Session is designed to revisit concepts and skills learned during base camp and to assess the progress of school leadership in utilizing a turnaround framework in their respective school rethinking processes. Midway training will follow July AZone Teacher Institute and will allow school leadership to debrief and change course as needed. This session also serves to refocus school priorities on school improvement and successful implementation of turnaround with guidance from Turnaround personnel and strategists, and to share ideas and best practices.	Office of Teaching and Learning and Office of Professional Development	• Each school's leadership team will develop a monthly schedule and establish meeting norms fo r2014-2014 schedule • Each school's team will refine plans and prepare materials for the August aZone Teacher Institute	• OTL will independently review and approve each school team's meeting norms and 2014-15 schedule • Teams will deliver presentations to OTL and peers for collegial vetting of plans for August AZone Teacher Institute	Midway Training is the second of a three module series that is intended to develop aZone leadership in focused areas crucial to creating and leading a successful turnaround school. The second series is a tactical and strategic session, collectively analyzing the turnaround plans and strategies employed by each school.
Summer 2014	**Pearson Implementation: Administrators' Leadership Support to Dr. King Elementary School** Pearson's goal is to provide administrator training to build their capacity as instructional leaders by offering 2 author-led training sessions and roundtable discussions around literacy, math, RTI, and ELL instruction.	Pearson project manager and instructional consultants and Office of Teaching and Learning	• Increased content knowledge as measured by post-training feedback forms	• Post-training feedback forms completed by participants	Building administrators' content knowledge in literacy and math will increase their capacity to serve as instructional leaders.

SCSD, 1003(g) School Improvement Grant, 2014-2017, ID, District Offered Training Chart, HW Smith K-8 School

Summer 2014	**Pearson Implementation: Coach Cadre Training @ Dr. King Elementary** Pearson would frontload training for District Literacy and Math Instructional Coaches to prepare them for implementation in the fall of 2014. Training would focus on both the core and intervention programs.	Pearson project manager and instructional consultants and Office of Teaching and Learning	• Coaches deepen their understanding of the pedagogy and structure of each respective Literacy/Math program • Coaches deepen their understanding of the pedagogy and structure of each respective Literacy/Math program	• Post-training feedback forms completed by participants	Instructional coaches need to be trained ahead of and along with their teachers in order to provide ongoing coaching support at each building.
August or Sept 2014	**Leader Orientation** – This training is designed to coach school leadership teams on how to develop teachers using a backwards planning from standards protocol and how to use existing common planning time effectively.	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	• Achievement goals through "backwards" planning will be established over the 3 year period of the redesign plan	• ANet real-time reports • School-based DDI reports • Teacher observation reports • Student benchmark/ interim results •	• By providing regular, real-time checks on student achievement, schools can make appropriate adjustments to training and practice
Sept. 2014	**DDI Coaching for Leaders** – This training will prepare the leadership team to draw conclusions on the data and to determine priority standards. ANet will coach the leadership team on how they will support teachers to use item analysis training to identify student misconceptions, and on what expectations they will set for re-teaching and re-assessment.	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	• Leaders will be able to draw conclusions from data and support teachers on how to take information from data and put it to use in the classroom	• Classroom observation reports •	• Building leaders capacity to draw conclusions on data and determine priority standards will allow them to set clear expectations for staff and student achievement
Sept. 2014 – June 2015	**Data Meetings and Debriefing** – ANet will co-facilitate data meetings with the leadership team, gradually releasing facilitation solely to the school leaders as the year progresses. ANet will coach leaders on how to manage staff to follow through on re-teaching plans and align classroom observations to data.	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	• Leaders will become strong facilitators at data meetings and will be able to follow through on re-teaching plans	• Classroom observations will reflect teachers re-teaching plan •	• Strengtheni ng leaders' skills of facilitating data meetings and managing staff to ensure they follow re-teaching plans will improve instruction

Dec. 2014	**AZone Operations Review** At the end of each semester, AZone school leadership teams will be convened to review and discuss school-specific data reports, including: discipline, attendance, community involvement, etc. These sessions are designed to problem-solve areas where improved operational support can directly impact student learning.	Office of Teaching and Learning	• aZone leadership teams will work collaboratively with OTL leadership team solutions to identify and address school-specific operations challenges that may be negatively impacting student learning.	• Actionable operational plans will be created to address 75-100% of problem issues brought to Operations Review • OTL will support and monitor implementation of action plans January-June 2014	• The Operations Review is a necessary collaboration series that will provide school leadership teams the opportunity to review turnaround progress, analyze and solve issues, and asses operations.
May 2015	**Spring Network Event Meeting** – Meet to share best practices in leader practice. Engage in individual and group reflection on lessons learned and school priorities	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	• Best practices discussed and shared among school leaders •	• Best practices noted during OTL walk-throughs and consultant implementation and quarterly scope of work reports. •	• Provide open sharing of DDI best practices which establishes a school community that supports the optimal use of data
June 2015 and summer 2015	**DDI Reflection Meetings** – Leaders will reflect on the extent to which the school met its student performance goals and on the ways that growing teacher practice in DDI led to progress. Leaders will set priorities for student performance and teacher practice in the coming year	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	• aZone leaders will be able to develop teacher practice and student performance goals for the following year by reflecting on the data from the current school year. •	• Teacher practice and student performance goals for coming year are •	• By setting meaningful benchmarks and performance goals schools can staff focused on making progress to attain their goals

*Includes leadership training offered District-wide, training offered to all Priority Schools, and training offered just to SIG 5 Priority Zone cluster.

District –wide Leadership Training for all Syracuse City School District Instructional Leaders

Schedule	Planned Training, Support and Professional Development	Agent/ Organization Responsible for Delivery	Desired Measurable Outcomes	Method of Analyzing and Reporting Outcomes	Rationale
Monthly 4 hour session from September 2014-June 2015	The Common Core Standards are the foundation of the district's academically rigorous curriculum enactment of a structured instructional rounds protocol in supporting successful implementation of the curriculum leadership in CCLS and DDI	Denise Collier – Education Consultant SCSD CAO Content Supervisors	• Leadership will develop a theory of action in collaboration with SLT in the Core Areas of instruction and for ELL and students with disabilities.	• Report of Instructional Rounds	Building Administrator's knowledge in CCLS will increase their capacity to serve as instructional leaders
Monthly 4 hour session from July2014 – June, 2015	APPR- Evaluator Calibration Review- Evaluators review teaching videos and artifacts and apply rubric through a facilitated conversation Evaluators receive professional development in providing growth producing feedback and implementation monitoring.	Insight Education Group SCSD Director of PD SCSD Coordinator of Teacher and Leader Effectiveness	• Evaluators will consistently collect evidence and apply to rubric with 100% accuracy	• Analyzing trends from observation scores to determine components that need further training	Administrators ability to consistently identify and give feedback on effective and highly effective practices that will lead to consistent practice to all learners
Monthly 3 hour session from July 2014-June 2015	Lead Evaluators receives technical support in the use of Teachscape platform for evaluation, monitoring individualized professional development of staff and facilitating professional learning communities	**Teachscape** SCSD Coordinator of Teacher and Leader Effectiveness **Office of Talent Management** Office of Shared Accountability **SCSD Director of PD**	• Evaluators will process, plan observations , collect evidence and provide feedback to 100 % of teaching staff by all observation deadlines as outlined in SCSD APPR plan	• Monthly report and weekly conference call with Teachscape district liaison	Administrators will establish a culture of learning, growth, through high expectations.
Summer 2014	Administrators' and Coach STEM Leadership Training This will provide administrators and STEM coaches training to build their capacity as instructional leaders around community based learning, STEM instruction and 21st century skills.	Support from: **RIT / PLTW** CAO **Additional consultants as needed** Executive Director of High Schools	• Increased content knowledge as measured by post-training assessment • Increase understanding of STEM and 21st century learning as measured by post-training lesson plan	• Post-training feedback forms completed by participants • Post-training assesssment data completed by participants • Post-training STEM lesson plans	Building administrators and coach's content knowledge in STEM literacy and in STEM lesson design will increase their capacity to serve as instructional leaders.
Monthly 2 hour	School Governance and	Executive Directors	• Evaluators receive	• Executive Directors collect	Administrators will

SCSD, 1003(g) School Improvement Grant, 2014-2017, 1D, District Offered Training Chart, HW Smith K-8 School

meeting from August, 2014 – June, 2015	Leadership	effective and /or highly effective rating.	evidence artifact using the SCSD Teaching and Learning Leader	establish and implement a shared vision for success, while building and maintaining a climate of accountability for learning. Additionally, Administrators will create professional learning communities that will use data to identify areas of need of improvement

District-wide Teacher Training for aZone Cluster Schools
June 1, 2014 – June 31, 2015

Schedule	Planned Training, Support and Professional Development	Agent/Organization Responsible for Delivery	Desired Measurable Outcomes	Method of Analyzing and Reporting Outcomes	Rationale
July 2014 3 full day sessions, exact dates TBD	**July aZone Teacher Institute** Teachers at each AZone school will work collaboratively with one another on a series of projects to better understand why their school is low-performing and how effective turnarounds get better results from the same populations of students.	OTL staff and school leadership teams (with support from Mass Insight STG) with coordination with SCSD Dept. of Accountability to secure historical school-level data and Office of Teaching and Learning	• All teachers will understand and be able to articulate why their school is undergoing turnaround/ transformation. Teachers will learn about brain-based learning and engaging instructional techniques • Teachers will collaborate on final version of school's mission and vision language • Teachers will feel positive and enthusiastic about their commitment to the school	• Teachers will write an "elevator speech" that explains the school reform in terms of data, collected/reviewed by school leader or OTL • Teachers will keep notebooks RE how to plan lessons in keeping with brain-based learning • Teachers will elect positive, enthusiastic peers to serve on the Turnaround School Team for their building	New and existing staff and leadership of each aZone school must quickly develop a trusting professional relationship and come to a common understanding of how the school will change during turnaround
August 2014 3 full-day sessions, exact	**August aZone Teacher Institute** Based at the school site, this session will provide protected time	OTL staff, school leadership and Turnaround Team	• All teachers will read Whitaker's What Great Teachers do Differently for	• Teachers will demonstrate ease and confidence in demonstrating the routines	These days are practical, hands-on, "rubber hits the

SCSD, 1003(g) School Improvement Grant, 2014-2017, ID, District Offered Training Chart, HW Smith K-8 School

dates TBD	for aZone teachers to build and practice whole-school routines and procedures, set up positive learning environments in classrooms and public spaces, and think concretely about how to put new instructional ideas into practice immediately as the school year begins.	members (w/STG support) and Office of Teaching and Learning	specific takeaways they will utilize in their classrooms • All school staff will collaborate and agree upon whole-school routines and procedures to implement consistently starting Day One • Teachers will have time dedicated to prepare their classrooms and collaborate in planning with teaching team colleagues	and procedures they will execute consistently with students • Teachers' week-one lesson plans will include concrete examples of "new" ideas that they feel will be helpful in teaching their students • Individual classrooms and public spaces are set up and ready to go on day 1	road" sessions in which all teachers work collaborative and independently to put ideas (gleaned from turnaround, data, and other instructional trainings) into effective practice.
August 2014	**Orientation to Data Cycle** This training is designed for teachers and provides a summary for how the Achievement Network, the teachers themselves, and their school will implement effective Data Driven Instruction. Key parts of the data cycle will be explored and teachers will reflect on how they are similar and/or different from the current use of data. Teachers will be introduced to key ANet resources that are available to support them in their planning from standards and analyzing data (SAS documents, MY ANet, etc.)	Achievement Network and Office of Teaching and Learning	• Teachers will use data continuously throughout the year to improve their instruction and utilize the resources made available to them through ANet	• The number of times teachers used ANet resources will be monitored and reported. • Student benchmark assessments • NYSED report card data	The use of data to drive instruction will result in improved student achievement
Summer & Saturday Academies, Job embedded school based PD time and Conference days	**SCSD APPR (All schools):** Participants will view a variety of teaching videos and, through the application of the Teaching and Learning Rubric, identify effective and highly effective practice.	SCSD	• Improved instructional delivery as measured by scores on the Teaching and Learning Rubric	• Teachscape Proficiency System reporting	Ongoing analysis of effective instructional practice will provide a deeper understanding of how the Teaching and Learning Framework is applied to their own teaching practice.

SCSD. 1003(g) School Improvement Grant. 2014-2017, ID, District Offered Training Chart, HW Smith K-8 School

Summer 2014	**STEM Unit and Curriculum Training** Teacher grade level STEM teams will work to develop curriculum that merges the current SCSD ELA and Mathematics common core shifts with the concepts and skills embedded within the Next Generation Science Standards and Project Lead The Way curricular units	• SCSD curriculum supervisors SCSD content coaches & STEM leader	• Integrated STEM Standards vertical progression grades 6-8 • Grade level project ideas – one for each quarter • First quarter project lesson plans • Complete assessment plan and assessments for 1st project for each grade level • Identification and ordering of instructional materials and resource needs	• Scope and sequence of STEM progressions across grade levels • Grade level scope and sequence of STEM learning progressions • 4 project plans for each grade level • 1st project curriculum and lesson plans for 1st quarter.	Create detailed instructional plan to serve as foundation for initial unit of study.
Summer Academy 2014	**Grades 5-12** Incorporating AVID Critical Reading Process in the Content Areas	SCSD – AVID Lead Teacher	• Increase in student achievement scores across all sub-groups with accelerated growth among targeted sub-groups • Increase use of highly effective teacher practice	• Ongoing collection of student achievement data including in-depth analysis of sub-group performance data • Review of element scores in the Teaching and Learning Rubric and reviewed with individual teacher in pre and post conference observation	In SCSD access to academic rigor is supported through the use of best practices in core instruction and supports and scaffolds for equal access to rigorous learning and standards mastery
Summer Academy 2014	**Fourth Grade Teachers Science** - Prepare 4th grade teachers for their students upcoming visits to MOST	Syracuse Museum of Science Technology Science Coordinator	• Implementation of pre- and post- lessons prior to field trip to MOST	• Teacher Survey of benefits of MOST field trip experience • NYS Grade 4 Science Assessment	STEM opportunities for both teachers and students will ensure that learners are college and career ready for 21st Century learning standards
Summer Academy 2014	**K-3 Teachers** - Inquiry Based Hands On Approach to Elementary Science Instruction	Cornell University Science Coordinator	• Consistent program implementation across classroom	• NYS Grade 4 Science Assessment	STEM opportunities for both teachers and students will ensure that learners are college and career ready for 21st Century learning standards
3 – 3-hour	**7-8 Science Teachers**	Dr. Sharon Dotger	• Improvement of Student	• Review of samples of student	A balanced literacy

sessions Participant must attend all 3 sessions	Common Core Learning Standards and emerging Next Generation Science Standards	Syracuse University Science Coordinator	writing using NYSED provided rubric	work each session, lesson revision	approach means that teachers need to integrate learning standards across disciplines
8 hour session	**Nonviolent Crisis Intervention Training**	Certified CPI trainers SCSD staff	• Reduction in school based In-school Suspension and out of school suspension • Reduction in Workers Compensation Cases due to school based incidents	• CPI instructors review district wide data and provides additional support to participant classrooms as well as staff who have comp cases due to injury from student immediately have a classroom review to provide support and offer participation in course at one of the Saturday academies	**Students are clear about behavioral expectations and are active participants in maintain a safe, respectful and positive learning environment.**
1 – 3 hour training	**Highly Effective Communicating with Families for Student Success**	SCSD Parent Partnership Network	• Parent survey will reflect that teachers and SCSD effectively communicate with family	• Tri-pod Survey • Student Monitoring System	Highly effective teachers involve individual students and families in the planning process
4x Saturday sessions for aZone teachers only (quarterly dates TBD so as not to conflict with all-district Saturday Academies)	**"Quarterly Report"** - With support from the Office of Shared Accountability, OTL staff lead a full-day "deep dive" into updated school and student performance data, with all teachers and leaders participating actively in analysis and action planning.	Office of Teaching and Learning (with support from Office of Shared Accountability	• Based on school performance data, school leaders and teachers will collaboratively determine root cause(s) to performance deficiencies and develop actionable solutions to school-specific challenges that may be negatively impacting student learning	• aZone teams will work collaboratively to analyze student performance data which will include a thorough review of best practices ("what works vs. what doesn't") by school, content, and grade area. • Actionable plans and strategies will be created by teachers and leaders to address areas that are not achieving the targeted performance standards.	The comprehensive Quarterly Review is a necessary collaboration session that will provide aZone school leadership and teachers the opportunity to review student performance data, analyze and solve issues, determine root cause, and improve processes.
September 2014	**Data Driven Instruction Teacher Orientation** – Introduce teachers to the purpose of data-driven instruction and to what their work with ANet will look like during the	Achievement Network, Office of Teaching and Learning and Office of Shared	• Teachers are familiarized with DDI and use ANet for support and guidance in their use of data to inform instruction	• Teacher surveys will be conducted • ANet reports reflect how frequently and what type of ANet resources were used	The use of data to drive instruction will result in improved student achievement

Schedule	Planned Training, Support and Professional Development	Agent/Organization Responsible for Delivery	Desired Measurable Outcomes	Method of Analyzing and Reporting Outcomes	Rationale
	partnership. Co-facilitate training with school leadership team on how to unpack standards guides and to align instructional plans to the assessment calendar.	Accountability			
Sept.-June 2015	**Year-long ongoing coaching** and training support based in varying needs of the aZone school.	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	• Teachers become more proficient in the use of data to inform instruction	• Student benchmark data • Report card data • Teacher observation reports	The use of data to drive instruction will result in improved student achievement
October 2014	**Teacher Assessment Training** – Teachers build skill in comparing standards with data items to determine the bar for rigor and mastery. ANet will guide teachers as they break down standards and items to develop standards-aligned formative assessment.	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	• Teachers' ability to compare standards with data items to determine the rigor of their instructional program is improved	• Student benchmark data • Report card data • Teacher observation reports	Using data to help develop the appropriate rigor to instructional plans will challenge and engage students and improve achievement
January 2015	**Mid-year "Step-Back"** – Reflect on student progress and improvement in teacher practice to date and set aligned priorities for the spring semester.	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	• Receive input from teachers on what is working for them and how the second half of the year can be improved and set priorities	• Priorities for the spring will be set	Provide open sharing of DDI best practices to improve teacher practice and student achievement
May 2015	**Spring Network Event Meeting** – Meet to share best practices in teacher practice. Engage in individual and group reflection on lessons learned and school priorities	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	• Best teacher practices discussed, shared and implemented	• Administrative observations	Provide open sharing of DDI best practices to improve teacher practice and student achievement
District-wide Teacher Training for all Syracuse City School District Teachers **Implementation Period: June 1, 2014 – June 31, 2015**					
Schedule	**Planned Training, Support and Professional Development**	**Agent/Organization Responsible for Delivery**	**Desired Measurable Outcomes**	**Method of Analyzing and Reporting Outcomes**	**Rationale**
2014-2015 Saturday and Summer Academies and	**K-2 Mathematics - All schools** • Reasoning • Discourse • Representations	SCSD content coordinators and mathematic coaches	Increased student achievement on the following metrics: • AIMS web probes and	• Quarterly reporting of data and progress to SCSD Senior Leadership Team	This professional development is aligned to the instructional shifts

When	Focus Area	Provider	Success Metrics	Reporting	Alignment to CCSS
after-school professional development sessions	• Procedural Fluency • Conceptual Understanding • Application • CCLS Focus Area (Number and Operations – Base Ten)		benchmarks • SCSD Curriculum Unit Assessment Rubrics Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create)		outlined in the **CCSS for Mathematics.** Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.
2014-2015 Saturday and Summer Academies and after-school professional development sessions	**ELA K-2** • Foundations of Reading • Writing • Reading Comprehension Across Genre • Classrooms Routines and Rituals: anchor charts, conversation, participation techniques	SCSD ELA Supervisor and Literacy Coaches	Increased student achievement on the following metrics: • AIMS web probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys	• Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer	These professional development sessions are aligned to the instructional shifts outlined in the CCSS for English Language Arts. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.
2014-2015 Saturday and Summer Academies and after-school professional development sessions	**Math 3-5** • Reasoning • Discourse • Representations • Procedural Fluency • Conceptual Understanding • Application • CCLS Focus Area (Number and Operations – Fractions)	SCSD Math Supervisor and Mathematics Coaches	Increased student achievement on the following metrics: • AIMS web probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results Increased teacher scores on	• Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer	This professional development is aligned to the instructional shifts outlined in the **CCSS for Mathematics.** Through in-depth study and practice of both content and instructional practices, teachers will be better

			Metrics	Monitoring	Outcome
			the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create)		prepared to teach to the intentions and rigor of the CCSS.
2014-2015 Saturday and Summer Academies and after-school professional development sessions	**ELA 3-5** • Foundations of Reading • Writing • Reading Comprehension Across Genre • Classrooms Routines and Rituals: anchor charts, conversation, participation techniques	SCSD ELA Supervisor and Literacy Coaches	Increased student achievement on the following metrics: • AIMS web probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create)	• Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer	These professional development sessions are aligned to the instructional shifts outlined in the CCSS for English Language Arts. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.
2014-2015 Saturday and Summer Academies and after-school professional development sessions	**Math 6-8** • Reasoning • Discourse • Representations • Procedural Fluency • Conceptual Understanding • Application • CCLS Focus Area (Ratios and Proportional Reasoning) • Ramp Up to Algebra (RUA) Training * *Not all teachers only the RUA teachers*	SCSD Math Supervisor and Mathematics Coaches	Increased student achievement on the following metrics: • AIMS web probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys	• Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer	This professional development is aligned to the instructional shifts outlined in the CCSS for Mathematics. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.
2014-2015	**ELA 6-8**	SCSD ELA	Increased student	• Quarterly reporting of data	These professional

When	Training	Delivered by	Evaluation Metrics	Reporting	Outcome
Saturday and Summer Academies and after-school professional development sessions	• Writing • Reading Comprehension Across Genre • Classrooms Routines and Rituals: anchor charts, conversation, participation techniques • Ramp Up to Literacy (RUL) Training * Not all teachers only the teachers who are teaching RUL	Supervisor and Literacy Coaches	achievement on the following metrics: • AIMS web probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys	and progress to SCSD Senior Leadership Team and Chief Academic Officer	development sessions are aligned to the instructional shifts outlined in the CCSS for English Language Arts. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.
2014-2015 Saturday Academies and Summer after-school professional development sessions	**Sheltered Instruction Observation Protocol-SIOP** A research based model of instruction that is an effective approach for teaching both academic language and content to ELLs that can increase English learners' chances of success in school.	Director of ELL ESL Support Teacher Literacy Coach trained in SIOP	Increased student achievement on the following metrics: • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys	• Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer with specific sub-group reports for ELLs	SIOP is a well-articulated, practical model of instruction that facilitates high-quality instruction for English Language Learners in the general education and mainstream classroom.
2014-2015 Saturday and Summer Academies and after-school professional development sessions	**Explicit Instruction for Differentiation** This workshop will include defining and identifying characteristics of Specially Designed Instruction (SDI) and Explicit Instruction (EI) as it applies to diverse and struggling learners. Participants will learn components and techniques of SDI	SE-SIS staff	Increased student achievement on the following metrics: • AIMS web probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State	• Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer with specific sub-group reports for Special Education students	Increased differentiation in instructional practice ensures that classroom tasks and experiences are appropriate for all learners.

			Assessment results Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys	Effective technology integration across the curriculum deepens and enhances the learning process.
and EI, watch demonstrations, and participate in activities in order to learn how to deliver instruction to meet the unique needs of students with disabilities and to ensure access to the general curriculum.				
2014-2015 Saturday Academies and after-school professional development sessions	**Technology in the Classroom** Use of Ipads and Smart boards in the classroom to assist in planning lessons that support project based learning, collaboration and student achievement- The participant learns effective instructional strategies across all content areas	Teacher Center : Technology Instructional Specialist Educational Technology Team (SCSD Teachers (2) who are on assignment to train and monitor the use of technology to improve instructional and learner outcomes	Increased student achievement on the following metrics: • AIMS web probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys	• Through the classroom observation process of APPR plus informal walk through observation by presenters – evidence of use of content learned embedded in lesson delivery, and unit planning.
2014-2015 Saturday and Summer Academies and after-school professional development sessions	**K-5 Science** Unpacking standards, science content Teaching Practice in Science: Inquiry-project based learning Formative Assessment of learning and content and skills Reading and Writing in the Content areas	Science Content Supervisor	• Teachers will demonstrate through effective planning students' opportunities to practice and master skills required by the CCLS and apply to prior learning.	• aZone Leadership teams review data provided by the Office of Accountability on state assessments and SLO results Grade Level Team meetings as well as Conference days are used to review the data and to create action steps to correct and deficits in instructional delivery. The implementation of these action steps are being monitored through evaluator observation process which is conducted by both building administration and peer	Academic rigor in SCSD is characterized by a clear understanding of and focus on the core knowledge of each discipline, uses best practices to challenge mental effort appropriate to mastery of the core knowledge

2014-2015 Saturday Academies and after-school professional development sessions	**Science Grades 6-8** Standards Progression Teaching Practice in Science: Inquiry-project based learning Formative Assessment of learning and content and skills Reading and Writing in the Content areas	Science Content Supervisor	• Teachers will demonstrate through effective planning students' opportunities to practice and master skills required by the CCLS and apply to prior learning.	observers specific to the content area. • aZone Leadership teams review data provided by the Office of Accountability on state assessments and SLO results Grade Level Team meetings as well as Conference days are used to review the data and to create action steps to correct and deficits in instructional delivery. The implementation of these action steps are being monitored through evaluator observation process which is conducted by both building administration and peer observers specific to the content area.	Academic rigor in SCSD is characterized by a clear understanding of and focus on the core knowledge of each discipline, uses best practices to challenge mental effort appropriate to mastery of the core knowledge
2014-2015 Saturday and Summer Academies and after-school professional development sessions	**Social Studies K-8** Social Studies at the Core Social Studies Top Strategies Social Studies 2.0 Educators will have the opportunity to plan in-depth and create units and daily lesson plans that reflect the CCLS through the content of social studies	Social Studies Content Supervisor and Highly Effective SCSD Teacher	• Teachers will demonstrate through effective planning students' opportunities to practice and master skills required by the CCLS and apply to prior learning.	• Educators need to present this action research project to their colleagues participating in these courses as well as key exemplars as observed in both the collection of artifacts and in practice and collected by the SS content coordinator	Academic rigor in SCSD is characterized by a clear understanding of and focus on the core knowledge of each discipline, uses best practices to challenge mental effort appropriate to mastery of the core knowledge
See above	All teachers Special Education (4 hours) Explicit Instruction for Differentiation	SESIS staff	• Teachers will demonstrate through effective planning students' opportunities to practice and master skills required by the CCLS and apply to prior learning.	• Through the classroom observation process of APPR plus informal walk through observation by presenters – evidence of use of content learned embedded in lesson delivery, and unit planning.	Academic rigor in SCSD is characterized by a clear understanding of and focus on the core knowledge of each discipline, uses best practices

SCSD, 1003(g) School Improvement Grant, 2014-2017, ID, District Offered Training Chart, HW Smith K-8 School

					to challenge mental effort appropriate to mastery of the core knowledge
See above	Technology in the Classroom (3 hours) Use of Ipads and Interactive white boards in the classroom to assist in planning lessons that support project based learning, collaboration and student achievement- The participant learns effective instructional strategies across all content areas	Teacher Center : Technology Instructional Specialist Educational Technology Team (SCSD Teachers (2) who are on assignment to train and monitor the use of technology to improve instructional and learner outcomes	• Teachers will demonstrate through effective planning students' opportunities to practice and master skills required by the CCLS and apply to prior learning.	• Through the classroom observation process of APPR plus informal walk through observation by presenters – evidence of use of content learned embedded in lesson delivery, and unit planning.	Academic rigor in SCSD is characterized by a clear understanding of and focus on the core knowledge of each discipline, uses best practices to challenge mental effort appropriate to mastery of the core knowledge

**Includes teacher training offered District-wide, training offered to all Priority Schools, and training offered just to SIG 5 Priority Zone cluster.

SCSD. 1003(g) School Improvement Grant. 2014-2017, 1D. District Offered Training Chart. HW Smith K-8 School

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Narrative Attachment I Ga:

ATTACHMENT A
Consultation and Collaboration Form

Attachment A

Consultation and Collaboration Documentation Form for Dr. Weeks Elementary School

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	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.
Signature (in blue ink)		N/A
Type or print name Dean DeSantis, President, SAAS		
Teachers Union President / Lead	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.
Signature (in blue ink)		N/A
Type or print name Kevin Ahern, President, STA		
Parent Group President / Lead	Date 2/27/14	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)		N/A
Type or print name Lorna C. Moore		

Narrative Attachment II Ba:

ATTACHMENT B
School-Level Baseline and Target Setting Chart

Attachment B: **H.W. Smith K-8 School**
School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-15	Target for 2015-16	Target for 2016-17
I. Leading Indicators		(K-8)				
a. Number of hours in the school year	hrs	1,080 (ES) 1,236 (MS)	1,080 (ES) 1,236 (MS)	1,380 1,536	1,380 1,536	1,380 1,536
b. Student participation in State ELA assessment	%	98.5	99.1	99	99	99
c. Student participation in State Math assessment	%	98.8	98.8	99	99	99
d. Drop-out rate	%	n/a	n/a	n/a	n/a	n/a
e. Student average daily attendance	%	95.0	95.8	97	98	98
f. Student completion of advanced coursework	num	55	61	80	96	100
g. Suspension rate	%	13.0	8.6	8	4	2
h. Number of discipline referrals	num	1258	1,012	500	250	100
i. Truancy rate	%	0.4	0.7	0.4	0.3	0.2
j. Teacher attendance rate	%	95.4	95.5	96	97	98
k. Teachers rated as "effective" and "highly effective"	%	72.1	67.2	75	80	85
l. Hours of PD to improve teacher performance	num	50	34	50	50	50
m. Hours of PD to improve leadership and governance	num	20	15	20	20	20
n. Hours of PD in the implementation of high quality interim assessments and data-driven action	num	30	10	30	30	30
II. Academic Indicators						
a. ELA performance index	PI	41.5	50.5	110	140	173
b. Math performance index	PI	36.0	44.1	142	162	180
c. Student scoring "proficient" or higher on ELA assessment	%	8.7	9.4	15	40	85
d. Students scoring "proficient" or higher on Math assessment	%	6.9	6.8	40	60	80
e. Average SAT score	score	n/a	n/a	n/a	n/a	n/a
f. Students taking PSAT	num	n/a	n/a	n/a	n/a	n/a
g. Students receiving Regents diploma with advanced designation	%	n/a	n/a	n/a	n/a	n/a
i. High school graduation rate	%	n/a	n/a	n/a	n/a	n/a
j. Ninth graders being retained	%	n/a	n/a	n/a	n/a	n/a
k. High school graduates accepted into two or four year colleges	%	n/a	n/a	n/a	n/a	n/a

Bi-monthly telephone calls will be conducted with LEA's to consider interim data and progress being made toward yearly targets.

Narrative Attachment IIFa:

ATTACHMENT C
Evidence of Partner Effectiveness Chart

Attachment C – HW SMITH
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 / Contacts (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.)
The Achievement Network (ANET) Amrutha Nagarajian, Director, New Partnerships Boston, MA 02114 Phone (617) 725-0000 ext. 112 ANET provides professional development to schools on the effective use of data-driven strategies to identify and close achievement gaps…	1. New York City – 24 Charters 2. 3. 4. 5. 6. 7. 8. 9. 10.	1. Seth Andrew, CEO Democracy Prep Schools, Snsrew@semocracyprep.org 2. Karen Bucher, Network Executive Director, Jefferson Parish Schools, Karen.Bucher@jppss.k12.us 3. Kate Fenton, CAO, Springfield Public Schools, fentonk@sps.springfield.ma.us 4. Brian Pick, Deputy CAO for Curriculum and Instruction, DCPS 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 / Contacts (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.)
NCTL The National Center on Time and Learning (NCTL) , 24 School Street, 3rd Floor, Boston, MA 02108, (617) 378-3900 www.timeandlearning.org Jennifer Davis, Co-founder and	1. Kuss Middle School 2. Clarence Edwards Middle School, Boston 3. North Star Academy Middle School Newark, NJ 4. Orchard Gardens K-8 School, Boston	1. Michael Procacini, Principal, 52 Globe Mills Ave, Fall River MA (508) 675-8335, Mprocacini@fallriverschools.org 2. 28 Walker St., Charlestown, MA, (617) 635-3516 3. Paul Bambrick-Santoyo, www.northstar.uncommonschools.org/nsa/ourschool 4. Andrew Bott, Principal, 906 Albany St., Boston, MA, (617) 635-1635, www.orchardgardensk-8.org

President	5.
The Time Collaborative led by NCTL and funded by the Ford foundation, provides on-site technical assistance at no cost to schools and districts to ensure effective planning and implementation of a redesigned and expanded school calendar.	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 / Contacts** (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.)
Insight Education Group, Inc. Michael Moody, Founder and CEO 16130 Ventura Blvd., Ste. 300 Encino, CA 91436 www.Insighteducationgroup.com With the goal of ensuring that all students get a good education, through the implementation of innovative solutions to support teachers and school leaders. They work with districts to develop frameworks for teacher and leader effectiveness that is tied to the CCSS. Insight provides coaching and professional development around curriculum and instruction	1. Baltimore City Schools	1. Maria Navarro, Chief Academic Officer 200 E. North St Baltimore MA 21202 (410) 396-8810
	2. Memphis City Schools	2. John Aiken, Superintendent of Schools Francis Core Administration Building Shelby County Schools, Incorporated www.scsh12.org
	3. Chicago Public Schools	3. Tracy Martin Thompson Chief Officer of Strategic School Support 125 S. Clark St. Chicago, Il. 60603 (773) 563-1000
	4. Washington DC Public Schools	4. Office of Academic Programming and Support (202) 478 5738 Brian Pick, CAO Curriculum and Instruction (202) 478 5738
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contacts (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.)
Rochester Institute of Technology Project Lead the Way Gregory Zion Regional Affiliates Director Slaughter Building, 78, Room 2436 137 Lomb Memorial Drive Rochester, NY 14623 Phone (585) 475-4740 pltw@rit.edu	1. Brooklyn Technical High School, NY	1. Randy Asher Rasher@schools.nyc.gov
	2. Cazenovia High School, NY	2. Eric Schnabel eschanabel@caz.cny.ric.org
	3. Topenish High School, WA	3. Trevor Greene, (509) 865-3370
	4. Milwaukee Public Schools, WI	4. Jeffrey Molter, (414) 5839 & John Heywood, University of Wisconsin (414) 229-4310
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.
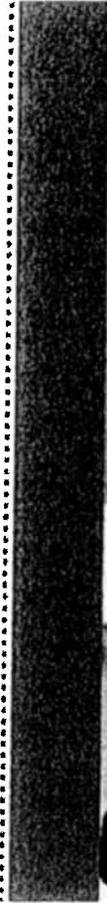
achievement
net

ANet results summary 2011-2012

December 2012

In its first year of partnership with ANet, The Henderson achieved the highest gains of any BPS school in ELA
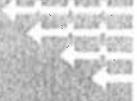
Percent of students achieving advanced/proficient
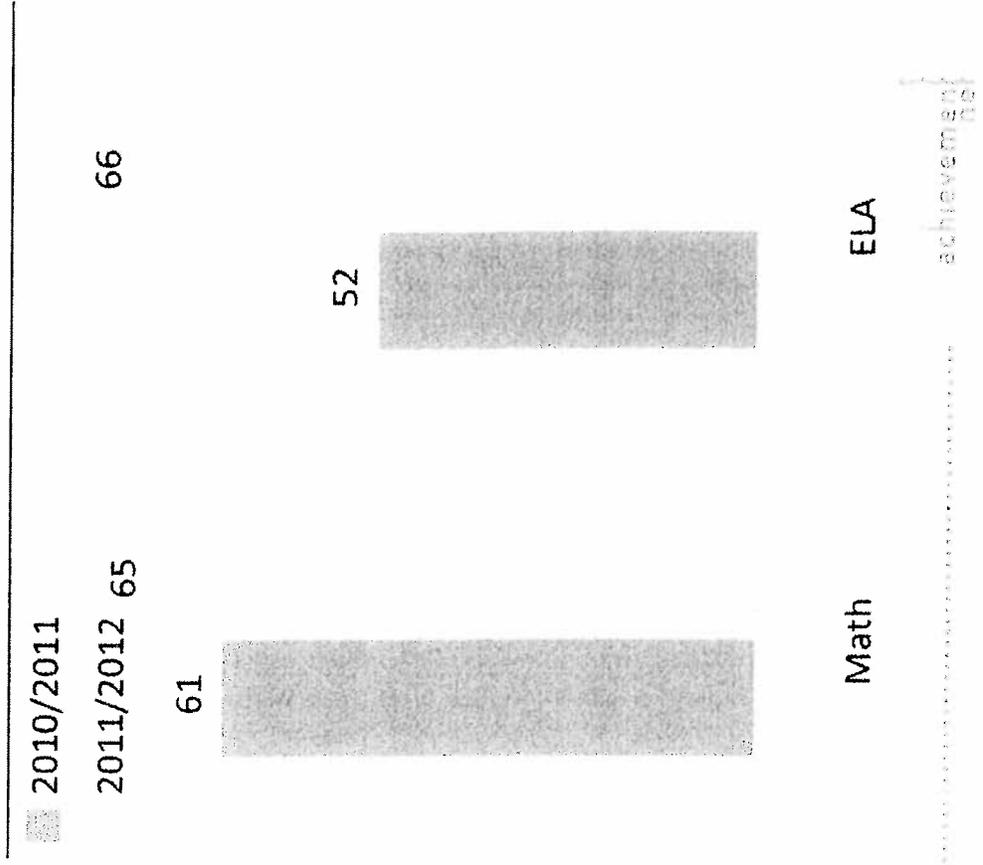
Profile of the Henderson Elementary

Number of students: 105

Grades: K-5

Model: Full inclusion school

Key changes:
- From limited to extensive collaboration, with a focus on data
- From whole class instruction to fact-based discussion of individual students
- From focus on teaching to focus on student *learning*

- 2010/2011
- 2011/2012

Math
61 / 65

ELA
52 / 66

achievement

1

Among BPS schools, 4 of 5 top performers in ELA and 5 of 6 in math were ANet partners

Denotes ANet partner school

Student Growth Percentile (ELA)

1. Dr. William Henderson (75th percentile)

2. Orchard Gardens (70th percentile)

3. Curtis Guild (67th percentile)

4. Samuel Adams (66th percentile)

5. Eliot Elementary (61st percentile)

Student growth percentile (math)

1. Dr. William Henderson (81st percentile)

2. Patrick J. Kennedy (80th percentile)

3. Roger Clap (78th percentile)

4. Eliot Elementary (76th percentile)

5. Orchard Gardens (74th percentile)

6. Blackstone (71st percentile)

Note: the one high school that made the top five in ELA and the one high school that made the top Math not shown

Across the district as a whole, ANet schools outperformed non-ANet schools in math and ELA for the last two years

Difference in achievement gain for ANet schools compared to BPS average

ELA

2011/2012   +2.7%

2010/2011   +3.9%

Gains at ANet schools were 2.7% greater than non-ANet gains in 2012 and 3.9% greater in 2011

Math

2011/2012   +1.8%

2010/2011   +2.3%

Gains at ANet schools were 1.8% greater than non-ANet gains in 2012 and 2.3% greater in 2011
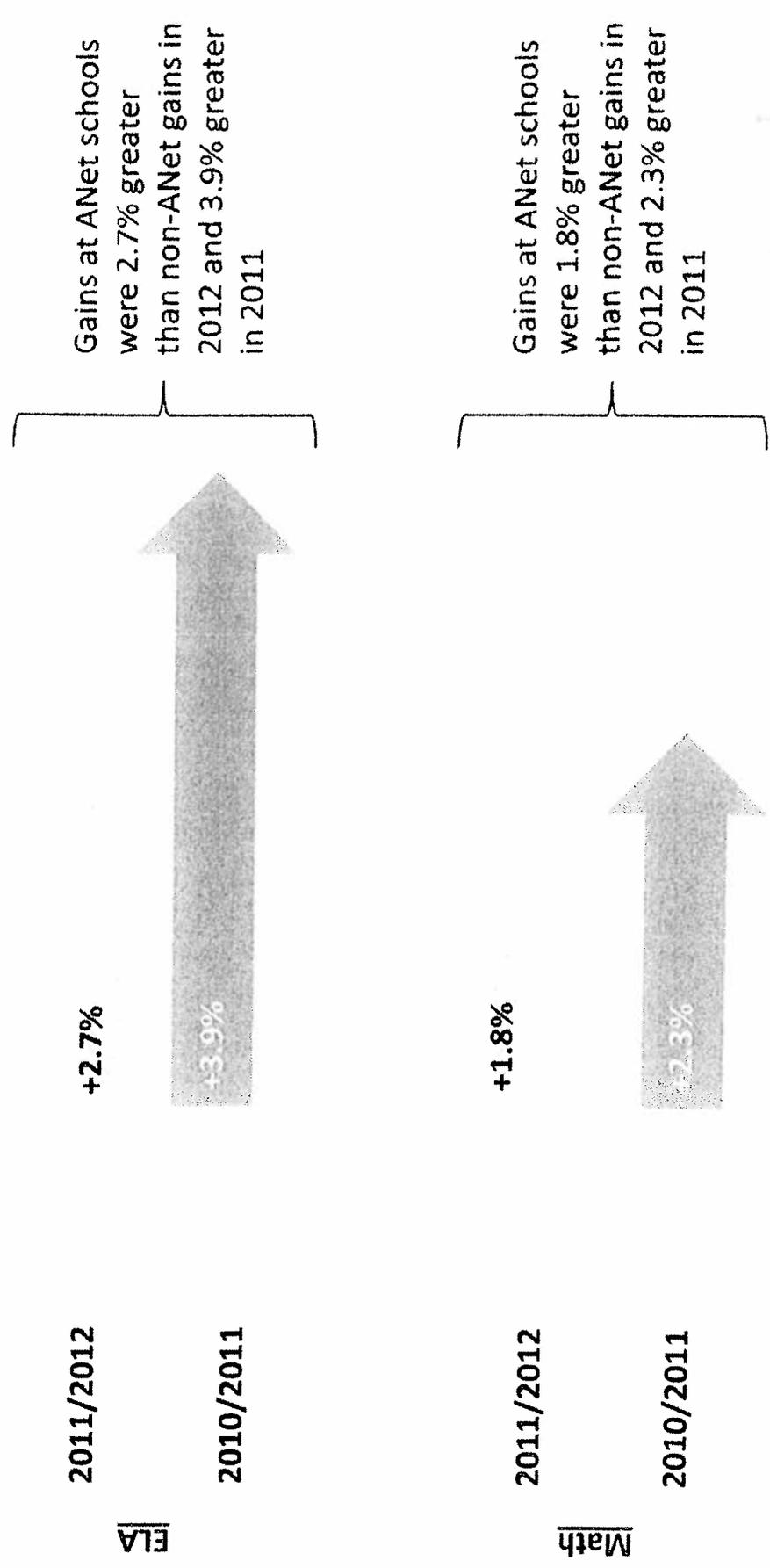
* Cohort analysis based on SY 2011 vs. 2012 MCAS proficiency rates

In its first year of partnership with ANet, Woodson South Elementary School achieved 20+% gains in ELA and math

Percent of students achieving advanced/proficient

Legend:
- 2010/2011
- 2011/2012

Math: 51.1, 72.6
ELA: 39.5, 65.2
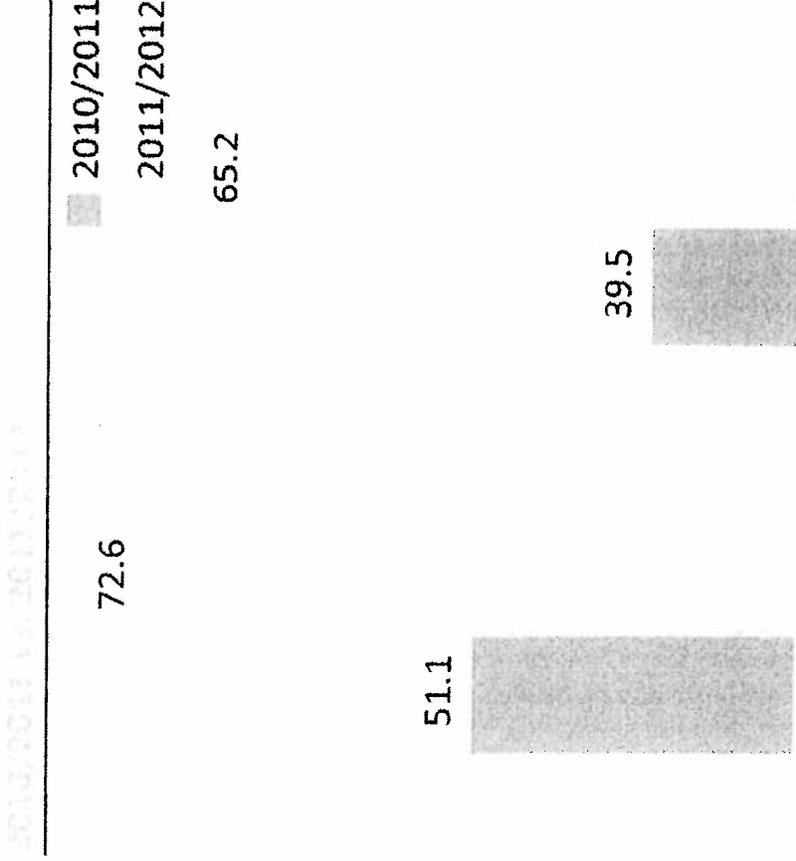
Profile of Woodson South

Number of students: 376

Grades: Pre-K to 8

Demographics: 94% low income, 96% African America, 3.5% Hispanic

Key changes:
- Leaders now analyze data to understand performance trends and deploy resources where necessary
- Teachers now have a deeper understanding of standards due to the item analysis process
- Teachers now utilize their understanding of standards to backwards design and write their own assessments to check for student understanding

Across the district as a whole, ANet schools outperformed non-ANet schools in math and ELA

Student progress, Spring 2011 vs. Spring 2012
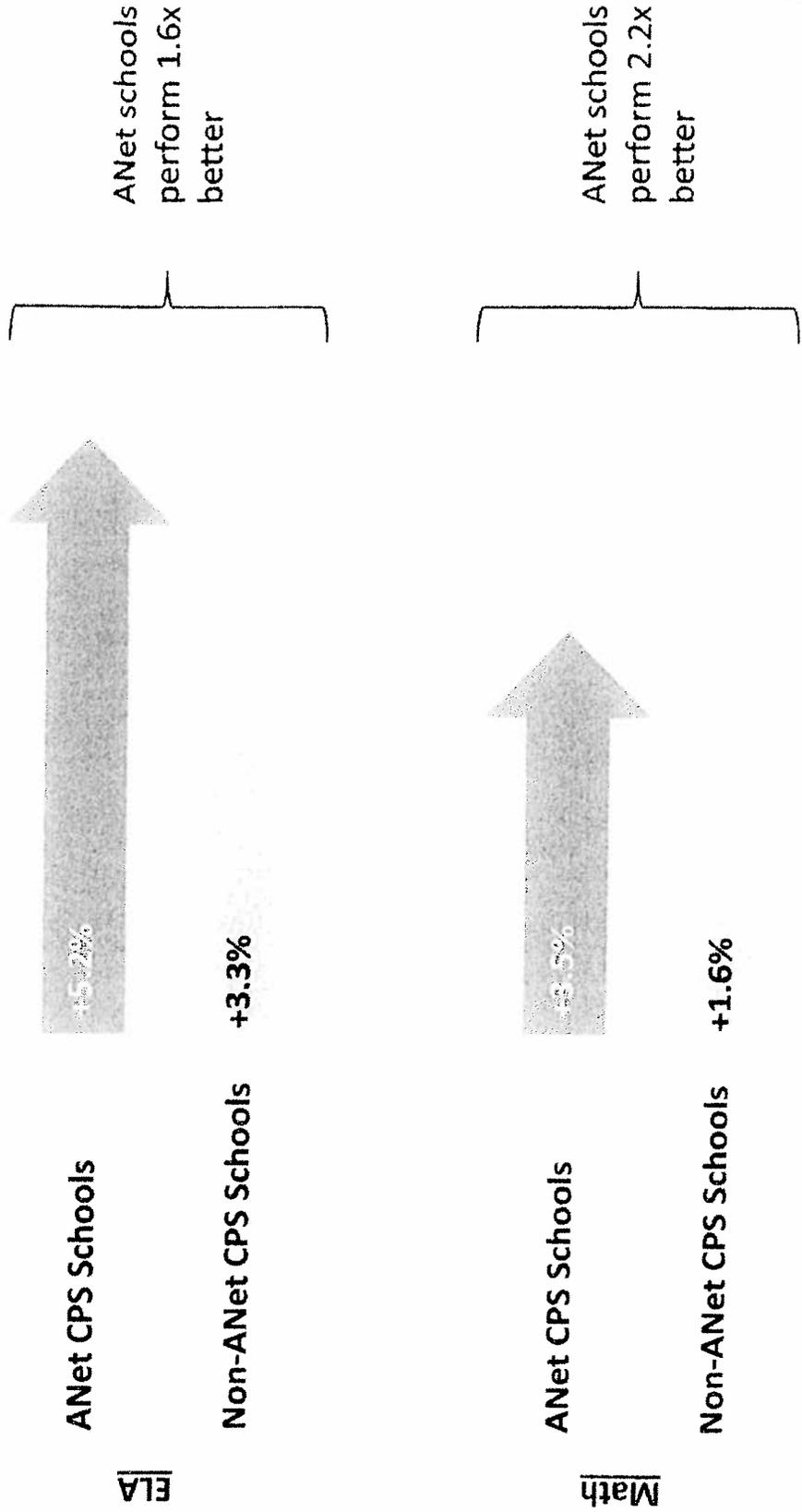
ELA

ANet CPS Schools

Non-ANet CPS Schools +3.3%

ANet schools perform 1.6x better

Math

ANet CPS Schools

Non-ANet CPS Schools +1.6%

ANet schools perform 2.2x better

Change in percent of students achieving advanced or proficient, **Spring '11 vs Spring '12**

ANet charter schools
ANet district schools

3.5%

2.6%

5.2%

4.6%

Math

ELA
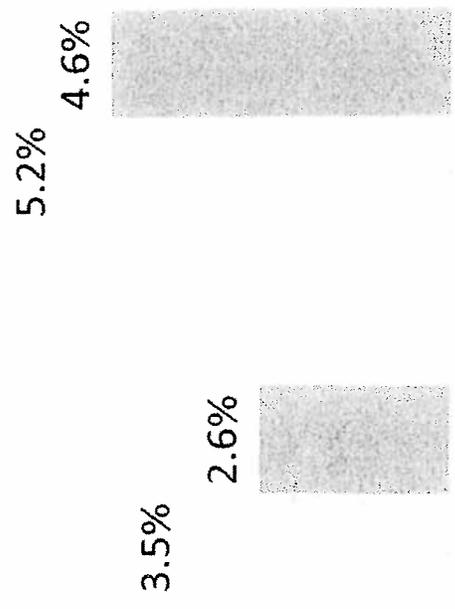
ANet has helped its district partners recognize greater gains than its charter partners

achievement

6

In its first year of partnership with ANet, Nashville Prep was the highest-performing eligible-grade school in the state

Percent of students achieving advanced/proficient

79   Math

64   ELA

achievement gap
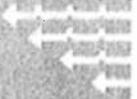
Keys to Nashville Prep's success

• Nashville Prep dedicated significant time to item analysis, skill prioritization and unwrapping the meaning of state standards

• Teachers used ANet data points to create targeted student learning clusters for small group work to ensure all students mastered necessary skill sets
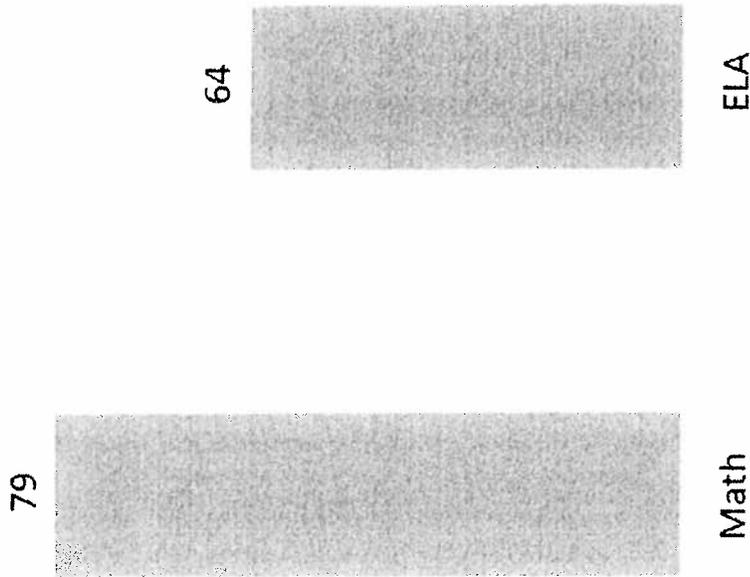
Source: Matched comparison study conducted by Stanford University Center for Research on Education

7

Denotes ANet partner school

Student growth relative to comparable students*

All ANet partner schools were shown to have positive effects in the matched comparison study

School	Math	ELA
1. Nashville Prep	0.73	0.58
2. Freedom Preparatory Academy	0.66	0.32
3. Promise Academy	0.59	0.30
4. STEM Prep Academy	0.52	0.34
5. Power Center Middle School Academy	0.39	0.34
6. Veritas College Preparatory Charter School	0.50	0.17
7. KIPP Academy Nashville	0.40	0.270
8. Liberty Collegiate Academy	0.46	0.15
9. Lead Academy	0.37	0.18
10. Star Academy	0.34	0.18

*Source: Matched comparison study conducted by Stanford University Center for Research on Education

8

Across our Tennessee network as a whole, ANet schools outperformed non-ANet schools in math and ELA

Student achievement gain, Spring 2011 to Spring 2012*

■ Tennessee
■ Memphis Public Schools
■ ANet Partners
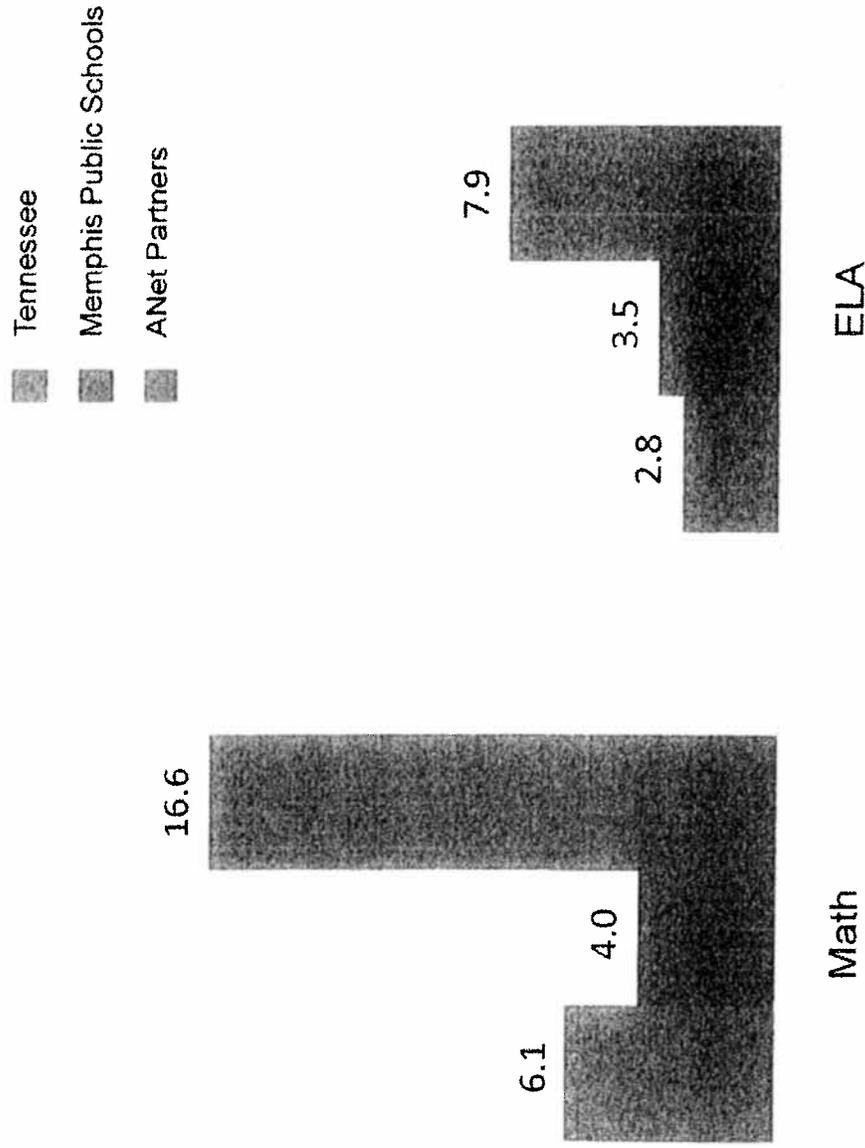
ANet schools achieved more than 2.5X the gains of average schools in Tennessee

Math: 6.1 4.0 16.6
ELA: 2.8 3.5 7.9

9 * Cross-sectional analysis

Cohort proficiency rates, Brent Elementary
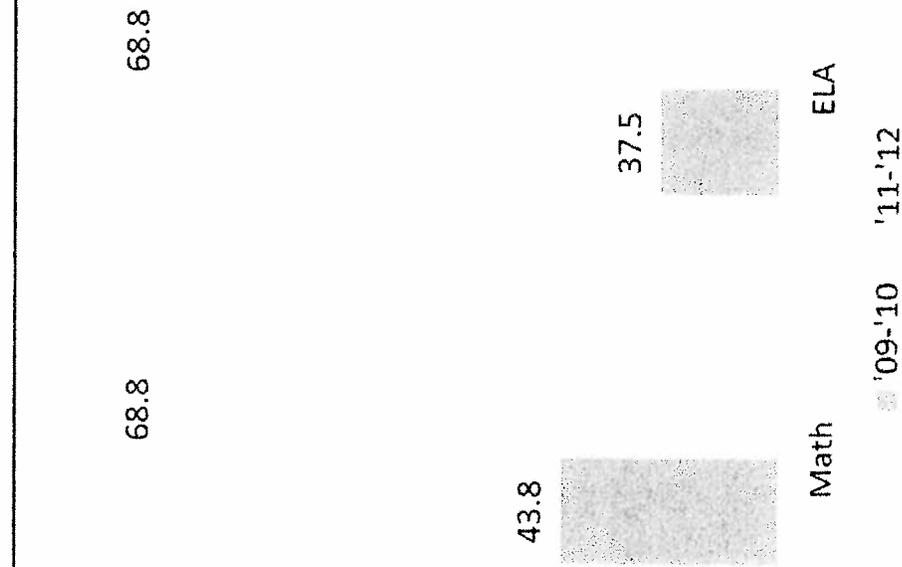
I feel that the coaching and assessments/reports are most important and most applicable for our school. We use the reports and assessment results as the basis for the re-teaching plans, and the coach is integral in supporting the team

-School Leader, Brent

- ANet coaches have helped Brent create re-teaching time in the classroom and outside of the classroom to support students on individual skills

- When Brent first started working with ANet, less than 45% of their 3rd graders were proficient in ELA and Math

- Looking at the same students, nearly 70% are proficient in both ELA and Math as they leave the school as 5th graders

68.8

68.8

37.5

43.8

Math

ELA

'09-'10   '11-'12

DCPS schools partnering with ANet outperformed those not partnering with ANet in each of the last two years

Change in percent of students achieving
advanced or proficient, **Spring '10 vs Spring '11**
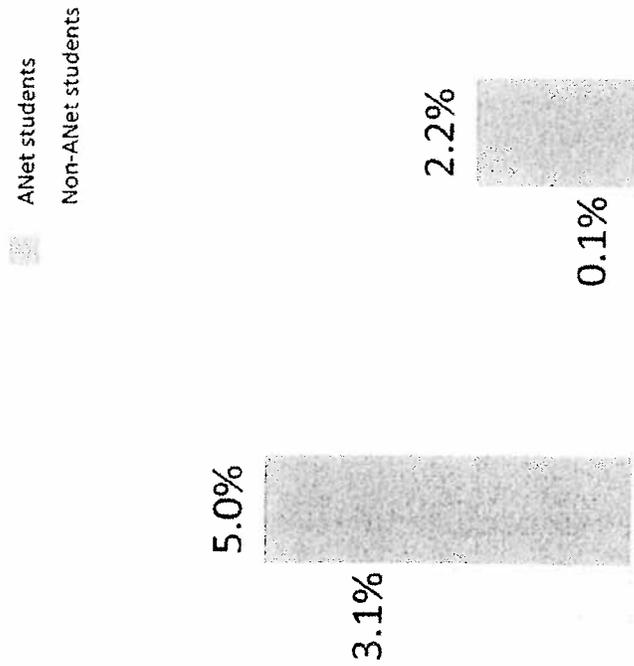
■ ANet students

□ Non-ANet students

Change in percent of students achieving
advanced or proficient, **Spring '11 vs Spring '12**

■ ANet students

□ Non-ANet students

5.0%

3.1%

2.2%

0.1%

Math

ELA

6.9%

2.3%

2.4%

-1.5%

Math

ELA
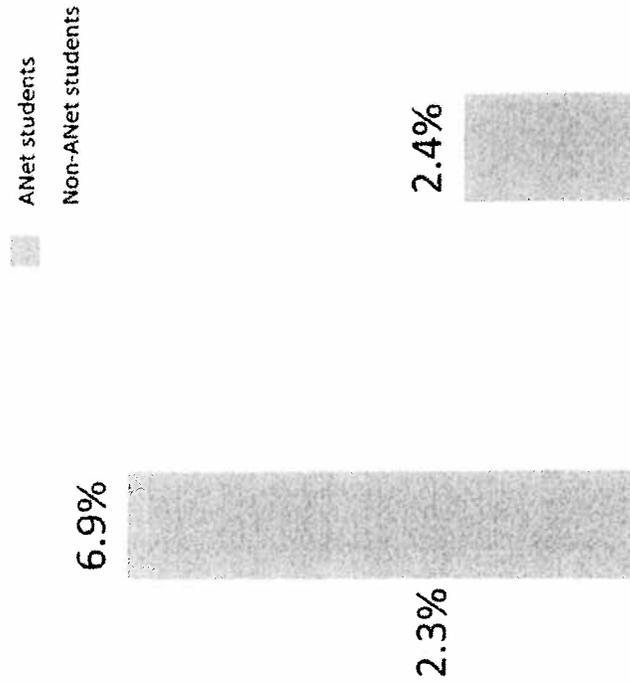
The longer DCPS schools had been an ANet partners, the higher their gains were during the 2011-2012 academic year

This year ANet partners achieved 4.5% greater gains than non-ANet schools in math and 3.1% greater in ELA from '11 to '12

6.7%
2.2%
Math

-1.0%
2.1%
ELA

ANet
Non-ANet

Change in % of students scoring Advanced or Proficient, '11 vs. '12 DCCAS

Three year ANet partners achieved eight.3% greater gains than non-ANet schools in math and 7.6% greater in ELA from '11 to '12

8.9%
2.6%
Math

-2.3%
5.3%
ELA

ANet
Non-ANet

Change in % of students scoring Advanced or Proficient, '11 vs. '12 DCCAS

After the '11/'12 school year, ANet had, for the first time, data for schools that had partnered with us for three years.
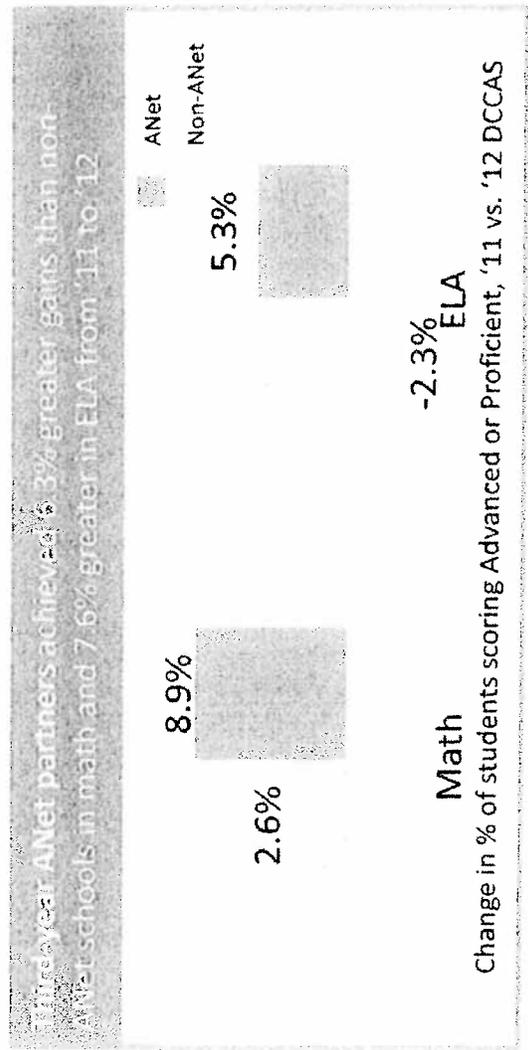
Schools that had been with us for three years did **even better** than schools that had been with us for just one year.

ANet's New York schools outperformed other charter schools, as well as the state as a whole in math and ELA

Change in students achieving advanced or proficient - **Math, Spring 2011 vs. Spring 2012**

- **ANet NY Schools** +6.7%
- **NYS Charters** +5.9%
- **New York State** +1.9%
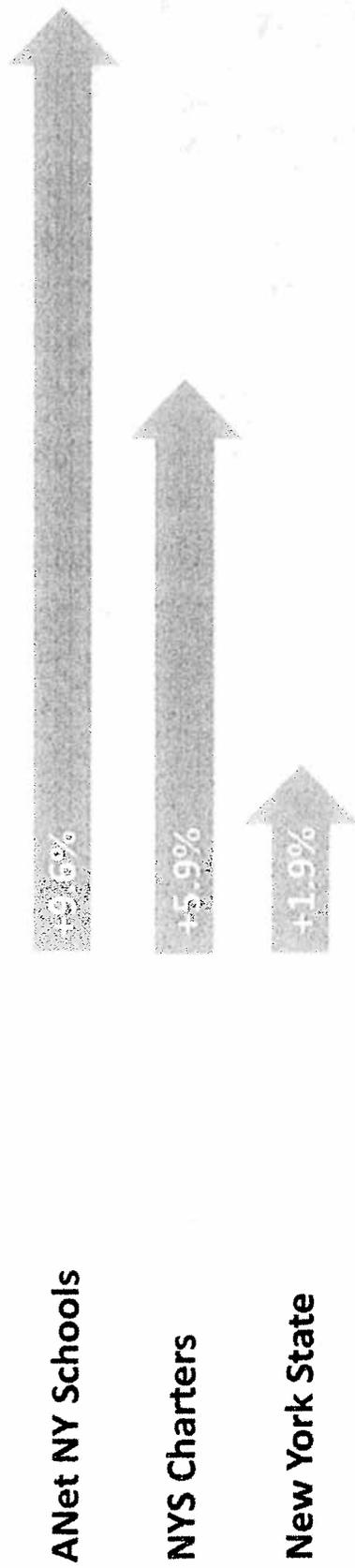
Change in students achieving advanced or proficient - **ELA, Spring 2011 vs. Spring 2012**

- **ANet NY Schools** +7.2%
- **NYS Charters** +4.5%
- **New York State** +1.3%

13
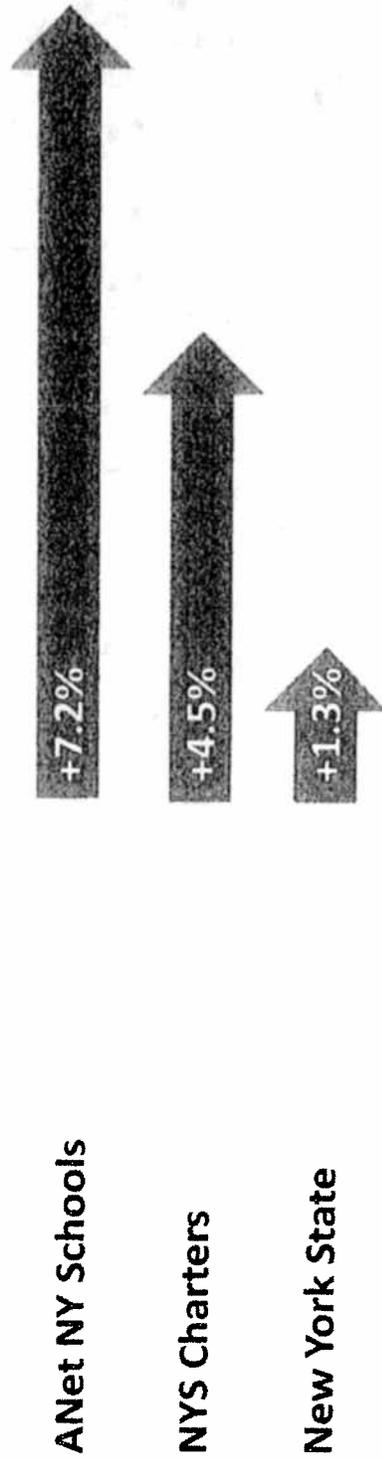
ANet's having large scale impact within districts, with partners

Increasing achievement twice as fast as non-ANet schools

ANet Schools   Non-ANet Schools
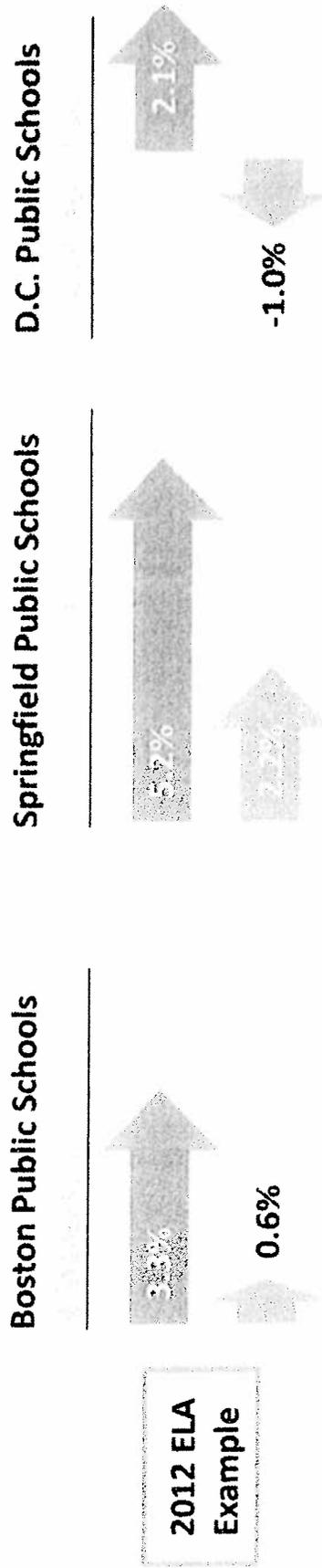
	Boston Public Schools	Springfield Public Schools	D.C. Public Schools
2012 ELA Example	0.6%		2.1% / -1.0%
Schools working with ANet	25	32	26
Total district penetration	30%	67%	19%
Year founded	2005	2010	2008

14   * Cohort analysis; ** Student-level analysis

Schools making the greatest progress on ANet's key school-level measures are getting the biggest results (example)

School	ELA gains*	Math gains*
Rapid Progress		
Henderson	24.6%	1.5%
Harbor	17.1%	3.8%
Orchard Gardens	15.4%	-4.1%
Tobin	13.2%	4.9%
Holland	8.0%	8.3%
Moderate Progress		
Curley	3.9%	-0.3%
Mattahunt	0.3%	3.0%
Slow Progress		
Mildred Ave.	2.7%	-1.4%
Washington Irving	-3.6%	-8.0%

School progress on priority actions and levers**

Number of schools in each progress category

Teacher actions: 13, 6

Leader Levers: 14, 7

* Cohort analysis based on SY 2011 vs. 2012 MCAS proficiency rates; ** includes all Eastern MA partner schools

The TIME Collaborative:

A multi-state, public-private partnership to create schools with more and better learning time

What is it?

Launched in 2012, the TIME Collaborative is a partnership between the Ford Foundation and the National Center on Time & Learning (NCTL) to develop high-quality and sustainable expanded learning time schools in five states: Colorado, Connecticut, Massachusetts, New York, and Tennessee. Through the TIME Collaborative, Ford and NCTL are investing in and supporting these states that have agreed to harness state resources and federal funds using new flexibilities afforded by the ESEA waiver process to add 300 hours of learning time all students in participating schools. Ford is providing funds to build state, district and school capacity to support the initiative and is underwriting NCTL's planning and implementation support to district and schools.

What will districts and schools receive?

Selected districts and schools will have the opportunity to:
- Re-engineer their school schedule to add 300 hours for all students
- Expand opportunities for learning, enrichment and collaboration to improve student achievement, engagement, and teacher effectiveness
- Receive annual capacity building grants
- Receive deep technical assistance on effective implementation from NCTL at no cost, including:
    - School planning and implementation support that includes several full-day training sessions for school leadership teams and individualized school-based coaching. School teams will benefit from NCTL's tools and resources including case studies, sample schedules, videos on effective practices, webinars on key topics and opportunities to tour high-performing expanded time schools and learn from experienced practitioners.
    - District support that focuses on building the capacity to lead and manage the initiative, support schools in change management, address ELT operational needs, promote instructional improvement, facilitate community outreach, monitor progress, and support schools in continuous improvement.
- Join a network of pioneering educators from across the country, gaining access to an online network to share ELT resources

What will districts need to do?

Selected districts will be expected to:
- Select up to 5 elementary, middle, and/or K-8 schools to participate in the planning process
- Support schools during planning and implementation through close work with NCTL
- Work with NCTL to identify implementation funds (e.g. state grants, 21st CCLC, TITLE I set-asides)

What do we mean by *high-quality* and *sustainable* ELT?

High-quality expanded time schools undergo an inclusive planning process to redesign their entire school day from the ground up and leverage their additional time by providing the following:

Sustainable expanded time schools take advantage of newly available funding sources (e.g. 21st CCLC, TITLE I set-asides) and utilize cost-lowering strategies to staff the expanded school schedule such as staggering teacher schedules, using community partners to

TIME Collaborative Overview

The TIME Collaborative is a multi-state, public-private partnership to create schools with more and better learning time in five states. Through the Collaborative, expanded learning time (ELT) schools will leverage additional time to empower each student with the knowledge, skills, and experiences essential for college and career success. These schools will serve as national models for effectively expanding the traditional public school day and/or year in order to accelerate student achievement and close opportunity gaps.

About the TIME Collaborative

Launched in 2012, the TIME Collaborative is led by the National Center on Time & Learning (NCTL) and supported by the Ford Foundation and several other national and state-based foundations to develop *high-quality* and *sustainable* expanded learning time (ELT) schools in five states - Colorado, Connecticut, Massachusetts, New York and Tennessee. These states have agreed to harness state resources and federal funds using new flexibilities afforded by the ESEA waiver process to add 300 hours of learning time for all students in participating schools.

Why Expand Learning Time?

More time for learning has led to impressive results in schools around the country—from unprecedented gains at formerly struggling schools to high-performing, high-poverty schools outpacing district and state averages in student achievement. When implemented effectively, ELT enables districts and schools to expand opportunities for learning, enrichment, and teacher collaboration that improve both individual student outcomes and teacher effectiveness overall. In redesigned schools with expanded learning time, students can delve deeply into core academic content and receive additional instruction tailored to their strengths and weaknesses. Further, added time impacts more than just test scores. With increased possibilities for enrichment, students can develop new skills and interests and become more deeply engaged in school and learning - often schools work with community and non-profit organizations to provide

these opportunities. More time also benefits teachers through additional time for collaboration, and professional development, which is particularly important as states, districts and schools implement the new Common Core State Standards.

States & Districts Participating in the TIME Collaborative

Altogether, over 11,000 students will benefit from an expanded school calendar in the 2013-2014 school year. The TIME Collaborative is also launching a second cohort of planning schools in the five states this fall. These schools would implement an expanded school calendar in the 2014-2015 school year.

What are the requirements of the TIME Collaborative?

To join the TIME Collaborative, states and districts have agreed to use a mix of federal, state, and district funding to support the cost of adding 300 hours of instruction and broader enrichment offerings for all students in participating schools. Schools involved in the TIME Collaborative do not simply increase their learning time; educators at these schools rethink their school day to ensure all time is used well.

Specifically, participating schools:

✓ Plan for the re-designed schedule over the course of one year with an inclusive process that solicits input from administrators, teachers, community members, union officials, and parents;

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TIME&LEARNING

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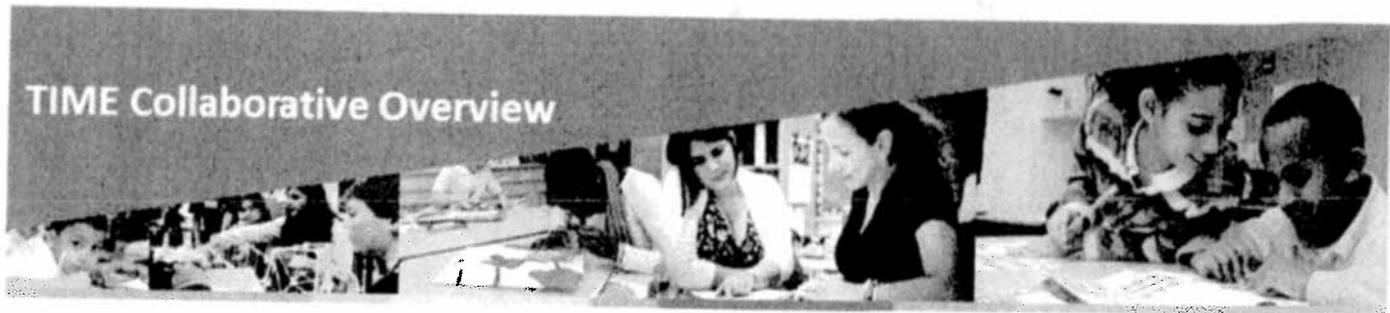
✓ Set focused school-wide priorities for success;

✓ Provide a rigorous, well-rounded curriculum for all students, along with opportunities for individualized support and acceleration;

✓ Use data to inform and improve instruction;

✓ Expand the time available for teachers to collaborate to strengthen instruction;

✓ Provide enrichment opportunities in the arts and other areas that are hands-on, engage students in learning, and build 21st Century skills;

✓ Promote a school-wide culture of high expectations

What support do districts and schools in the TIME Collaborative receive?

To ensure effective planning and implementation of a redesigned and expanded school calendar, districts and schools will receive meaningful, on-site technical assistance from NCTL, at no cost to the school, district, or state.

NCTL's technical assistance includes:

○ <u>District support</u> that focuses on building the capacity to lead and manage the initiative, support schools through the redesign process, address ELT operational needs, promote instructional improvement, facilitate community outreach, monitor progress, and support schools in continuous improvement

○ <u>School planning and implementation support</u> that offers several full-day training sessions for school leadership teams and individualized school-based coaching. School teams benefit from NCTL's tools and resources, including case studies, sample schedules, videos on effective

practices, webinars on key topics and opportunities to tour high-performing expanded-time schools and learn from experienced practitioners

National Center on Time & Learning (NCTL)

<u>The National Center on Time & Learning</u> (NCTL) is dedicated to expanding learning time to improve student achievement and enable a well-rounded education. Through research, public policy, and technical assistance, NCTL supports national, state, and local initiatives that add significantly more school time for academic and enrichment opportunities to help all children meet the demands of the 21st century.

Ford Foundation

The Ford Foundation (www.fordfoundation.org) is an independent, nonprofit grant-making organization. For more than 75 years it has worked with courageous people on the frontlines of social change worldwide, guided by its mission to strengthen democratic values, reduce poverty and injustice, promote international cooperation, and advance human achievement. With headquarters in New York, the foundation has offices in Latin America, Africa, the Middle East, and Asia.

Kuss Middle School:

Expanding Time to Accelerate School Improvement
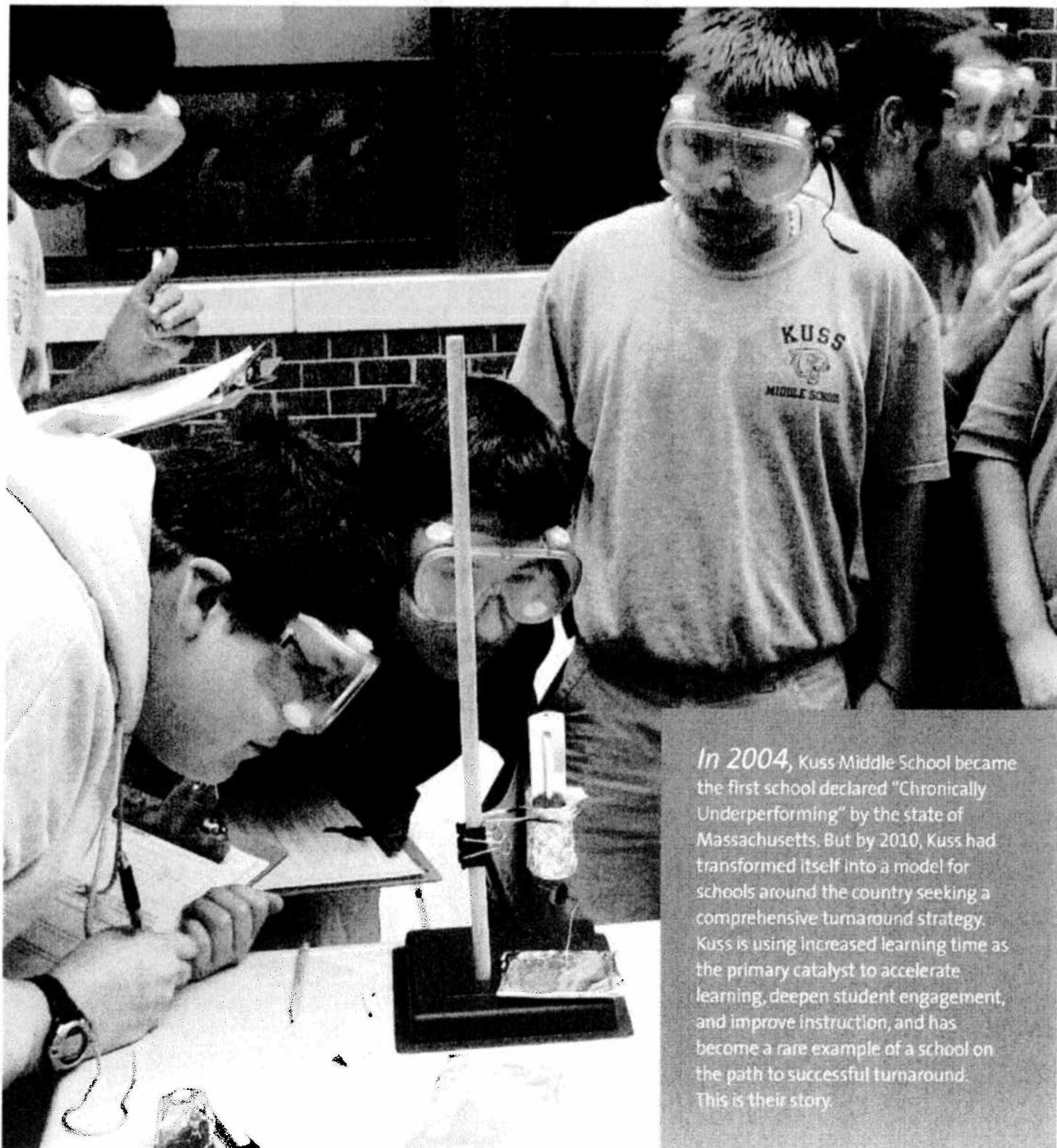
In 2004, Kuss Middle School became the first school declared "Chronically Underperforming" by the state of Massachusetts. But by 2010, Kuss had transformed itself into a model for schools around the country seeking a comprehensive turnaround strategy. Kuss is using increased learning time as the primary catalyst to accelerate learning, deepen student engagement, and improve instruction, and has become a rare example of a school on the path to successful turnaround. This is their story.

What Can We Learn about School Transformation from Kuss Middle School?

Today, education leaders and policymakers are focused on the need to dramatically improve the nation's lowest-performing schools. Yet, few comprehensive models exist to guide struggling schools. Kuss Middle School's impressive record of sustained progress over the past five years is one of those rare examples of a school on the path to successful turnaround. Since 2005 Kuss has pioneered many of the school improvement strategies recently outlined by the federal government, including increased learning time. By strategically redesigning their school day to incorporate 90 minutes of additional learning time for all students each day, Kuss has been able to improve instruction, broaden enrichment opportunities, and advance academic outcomes. The school credits more learning time as the catalyst that enabled and accelerated the other turnaround elements, including:

Key elements of the federal guidelines for turning around the nation's lowest-performing schools, 2009	Key elements of Kuss Middle School's transformation, 2005—2010
Effective School Leadership	The Massachusetts Department of Education recruited and hired an experienced principal to take over Kuss once it was deemed "Chronically Underperforming". She led the effort to increase learning time.
Comprehensive Instructional Reform	Kuss adopted a new curriculum; established a school-wide focus on writing; and implemented a common set of best instructional practices in every classroom, used across the expanded school day.
On-going, High-Quality, Job-Embedded Professional Development	Kuss implemented quarterly peer observations for all teachers as well as professional development focused on writing strategies and other data-driven priorities. The expanded schedule includes time for data-centered collaboration for all teachers throughout the week.
Use of Data to Monitor Student Progress and Inform Instruction	Kuss instituted interim assessments in core subjects; trained staff on how to analyze and use data; and publically posted data to make progress transparent. Interim data is used to place students in new academic support and enrichment classes and monitor progress.
Develop and Increase Teacher Effectiveness	The new principal implemented a more frequent and focused system of support and evaluation for staff; as of 2010, two thirds of the faculty are new to Kuss since 2005. Most teachers work the entire expanded school day.
Provide Social—Emotional Support and Community-Oriented Services	Kuss devoted some of the additional learning time to an advisory program and integrated community partner—led health, wellness and mentoring programming into the expanded school day.

Kuss is one of more than two dozen schools that added learning time through participation in the Massachusetts Expanded Learning Time (ELT) Initiative. Launched in 2005, the Massachusetts ELT Initiative is a partnership between the National Center on Time & Learning and its state affiliate Massachusetts 2020, together with the state legislature, the governor, and the Massachusetts Department of Elementary and Secondary Education. These partners have called on schools and districts across the state to rethink the traditional six-hour, 180-day school schedule and collaborate with teachers, union leaders, community partners, administrators, and parents to develop redesign plans. Those schools that develop the highest quality proposals are awarded $1,300 per pupil per year to support an expanded school day and year. Today, over 10,500 students in nine districts across Massachusetts attend ELT schools.

"The gift of time has allowed our staff to create new and exciting ways for our students to learn and achieve. These new approaches have, in turn, informed classroom instruction throughout our day."

Nancy Mullen, Kuss Principal

"More learning time has significantly increased student engagement and allowed students and staff to establish more meaningful relationships that create credibility in the classroom."

Marc Charest, Kuss Teacher

n 2004, Kuss Middle School became the first school to be designated "Chronically Underperforming" by the Massachusetts Department of Elementary and Secondary Education, initiating a state "take over" of the school. Located in the small city of Fall River in southeastern Massachusetts, the region's steady economic decline was reflected in the school's tired hallways and classrooms. Student achievement was among the lowest in the state, and the school had failed to improve after years of low performance on the Massachusetts Comprehensive Assessment System (MCAS). Student and teacher morale was low, as the school struggled with dwindling enrollment and unstable leadership.

But with the state designation of underperformance came the opportunity to transform the school. The new state-appointed principal recognized that a six-hour school day was insufficient to meet the needs of all students and reach the school's goals without a dramatic narrowing of the curriculum, sacrificing time for science, social studies, foreign languages, the arts, and athletics. Led by a team of teachers, administrators, parents, community partners, and the local teachers' union, the school engaged in an eight-month planning process to redesign the entire school day in order to add significantly more learning time for all students. In fall 2006, Kuss opened its doors with a brand new school schedule that included 300 more hours of learning time per year for all students, providing them with a balance of personalized academic instruction and engaging enrichment, as well as additional time for teacher collaboration to strengthen instruction.

By 2010, the school was being featured in state and national publications, including *The Boston Globe*, *The New York Times*, *USA Today*, *The Washington Post*, and *Education Week* for its schoolwide success.

In the four years since becoming one of the pioneering schools taking part in the Massachusetts Expanded Learning Time Initiative, Kuss has made steady achievement gains, hitting their Adequate Yearly Progress (AYP) improvement targets for the past two academic years. A school that once struggled to fill its classrooms and attract teachers now has a waiting list, as students and their families are drawn to the school's culture of high achievement, superior instruction, diverse enrichment offerings, and robust science programs. Now in its fifth year with an expanded school day, Kuss has defied the odds and is a model for schools seeking to leverage increased learning time as a catalyst to accelerate student achievement and provide students with a well-rounded education.

In conjunction with expanding time, Kuss has implemented a schoolwide instructional focus on writing, a need they identified through ongoing analysis of student data. All staff is now trained to use common techniques to integrate writing instruction and practice into all academic and enrichment classes.

Expanded Learning Time (ELT) at Kuss Middle School

Kuss has redesigned the school day to incorporate 300 additional hours of learning time per year for all students. It now offers all 650 students a customized balance of academics and enrichment, while providing more time for teachers to work together to improve instruction and better meet student needs. Redesign components include:

1. More time for core academics, personalized instruction, and individualized support. All Kuss students have daily, 90-minute blocks for English Language Arts (ELA), math, and science, and social studies is now taught daily in 45-minute blocks, with one 90-minute double block each week. In addition to core science instruction, all 6th and 7th graders participate in applied science electives, choosing from options like Design Lab, Project Go-Green, and Astronomy, while 8th graders benefit from a 20-week course to review content for the state science & technology test.

Kuss has also added small-group ELA and math "ramp-up" classes to the weekly schedule. These 45-minute classes target specific skills where students need additional support, and students are grouped with peers that have similar needs. Student groupings are flexible—as students show progress, they move to another group or out of the ramp-up class all together—and teachers use interim assessment data to carefully monitor progress. Students excelling in ELA and/or math take on more challenging enrichment courses in place of ramp-up classes.

2. More time for engaging enrichment programming where students develop interests and gain mastery in specialized subjects. All Kuss students participate in two kinds of enrichment programming during their school day: a rotation of standard specialty classes offered to all students (PE/health, art, music, and family & consumer science), and mixed-grade electives, where students chose from a menu of classes each semester. Options include video production, martial arts, and an award-winning theater arts program. Most courses culminate in a final product, performance, or presentation, where students demonstrate what they have learned for their peers, families, and the Fall River community. Electives are taught primarily by Kuss teachers, with community partners such as the YMCA, Boys & Girls Club, and SMILES program leading specialized offerings like swimming and mentoring. Partner programming is integrated throughout the school day, instead of being tacked on to the end of the school day or after school.

3. More time for teacher collaboration to strengthen instruction. All teachers at Kuss now have time for individual planning, collaboration with colleagues, and professional development built into their expanded weekly schedule. These meetings are used primarily for analyzing assessment data to identify individual student needs, examine student work, and implement common instructional strategies that support the schoolwide writing focus. Teachers also have the opportunity to participate in and lead a number of schoolwide committees, such as the Redesign Team, which oversees the ongoing improvement of the expanded school day, and the School Climate & Culture Team, which shaped a new student support plan. Kuss has also added a number of early release days to the schedule for whole-faculty professional development devoted to research-based instructional practices, with a cross-curricular focus on writing.

Sample Student Schedule: Kuss Middle School

	Monday	Tuesday	Wednesday	Thursday	Friday	Legend
7:18–8:06	Core: Science	Core: Science	Core: ELA	Core: Math	Elective: Journalism	
8:08–8:52					Math Ramp-Up	
8:54–9:38	Specialty: PE/Health	ELA Ramp-Up	Core: Math	Core: Science	Core: Social Studies	
9:40–10:24	Core: Math	Science Elective		Math Ramp-Up	Core: ELA	
10:28–11:12		Core: Social Studies	Specialty: Art			
	Lunch					
11:14–12:26	Core: Social Studies	Specialty: PE	Core: Social Studies	ELA Ramp-Up	Specialty: Art	
12:28–1:12	Core: ELA	Core: Math	ELA Ramp-Up	Core: ELA	Core: Science	
1:14–1:58			Math Ramp-Up			
2:00–2:44	Elective: Martial Arts	Core: ELA	Core: Science	Core: Social Studies	Core: Math	
2:46–3:30	Science Elective					

*On Tuesdays and Thursdays, each block is 41 minutes long; this creates two 25-minute blocks for Advisory.
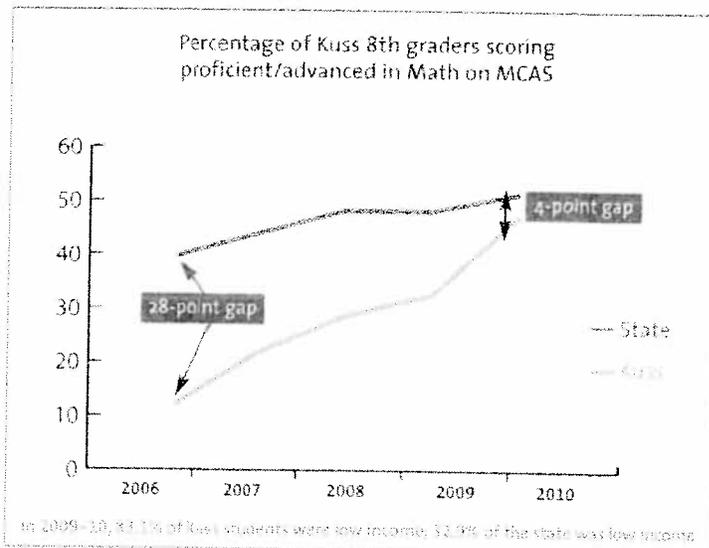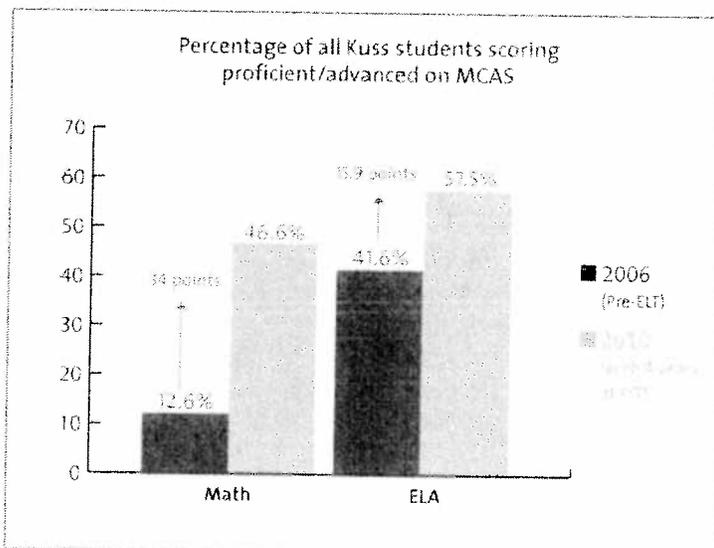
Results

Since first adding time and embarking on their transformation, Kuss has seen dramatic improvements on a number of key academic measures. Highlights include:

✓ **School-wide gains in math and English Language Arts.** Between 2006 and 2010, Kuss increased the percentage of students scoring Proficient or Advanced on MCAS by 34 points in math and by 16 points in ELA, as compared with the other three middle schools in Fall River, which have seen more modest gains of 18 points in math and 10 points in ELA during the same time period.[1]

✓ **Closing the achievement gap in math.** Kuss's math gains have been particularly impressive, with graduating 8th graders showing tremendous results. Over the course of five years, Kuss 8th graders have all but eliminated a 28-point achievement gap with the state.

✓ **Enhanced writing skills.** Since first incorporating a cross-curricular focus on writing into their expanded day in 2008, the percentage of Kuss students scoring 2 or higher in MCAS open response writing has increased 24 points in ELA and 17 points in math.[2] The school now surpasses the state average in ELA and has narrowed the gap with the state in math.

Like all ELT schools, Kuss also looks at other measures to gauge their progress and assess the impact of expanding time, including:

✓ **Increased enrollment and attendance.** Enrollment at Kuss has ranged from a low of 480 before ELT to 650 for the 2010–2011 school year, making it the largest of Fall River's middle schools. In addition to the increase in enrollment, daily attendance rates have risen to 94%, and suspension rates have decreased 10% since the 2008–2009 school year.

✓ **High rates of teacher satisfaction.** In 2009, Kuss teachers participated in the Tripod Project[3] survey, responding to questions about their perceptions of the school. Ninety percent of Kuss teachers agreed that their school "sets high standards for academic performance" and 96% agreed teachers in their school "are a professional community of learners focused on being good teachers."

✓ **Stronger partnerships.** More time has helped Kuss forge deep community partnerships, which bring additional programs and resources into the school day. Key partners include the YMCA, Boys & Girls Club, UMass, Harvard University, and the SMILES mentoring program. A number of these partners also serve Kuss students after the 3:30 pm dismissal and during the summer.

Four Years of Sustained Progress at Kuss Middle School

Percentage of all Kuss students scoring proficient/advanced on MCAS

Percentage of Kuss 8th graders scoring proficient/advanced in Math on MCAS

[1] Weighted for school size and rounded up to the nearest whole number.
[2] Open response writing questions of the MCAS are scored using a Massachusetts Department of Elementary and Secondary Education rubric with a scale of 0–4. 2 or higher is considered "passing."
[3] The Tripod Project administers student, teacher, and parent surveys and analyzes the data to help schools measure the impact of effective teaching and student engagement.

Diverse stakeholder support. In expanding the school day, Kuss built support among district and union leaders, community partners, families, and teachers at the school. Kuss teachers work and are compensated for the eight-hour school day, and credit the overall culture shift of the school to the full faculty's ownership of expanded learning time.

Strong, distributive leadership. One of the first interventions at Kuss the year prior to implementing ELT was to bring on a new leader with a record of success and a commitment to maximizing learning time. As principal, she has shaped a Leadership Team that shares responsibilities and accountability, ranging from teacher training and evaluation to grant writing and partnership management.

An infusion of new talent. Upon her arrival at Kuss, the new principal implemented a more focused, rigorous cycle of teacher support, observation, feedback, and evaluation.

As a result, she simultaneously strengthened the existing faculty and hired a number of strong new teachers each year.

District champions. Kuss has had the support of two consecutive superintendents who value how expanded time can be leveraged to support significant school improvement. Based on the success at Kuss and the two other ELT schools in the district, two additional Fall River schools are expanding the school day by one hour in 2011, using federal and district funds.

State-of-the-art facilities. In 2009, Kuss moved into a new building equipped with a modern auditorium, library, nine science labs, two gymnasiums, and other amenities that support their redesigned day. The new building signals to students, faculty, and families that Fall River is invested in providing a top-notch education to every Kuss student.

"Being involved in the Kuss theater program helped me find something I want for my major in college and my future career. I think more people are coming to our school because they know that there is at least one thing that will make their middle school years memorable."

Xavielys Perez, Kuss Student

Growing Momentum for More Time

Education experts have long recognized that expanding learning time beyond the traditional 180 six-hour days should be a part of improving public education. Over the past decade, more than 850 schools across the nation—including both district and charter schools—have broken away from those schedules in an effort to provide more time for core academics and a well-rounded education, as well as more time for teachers to collaborate and improve their practice.

With the leadership of the current Administration—which has prioritized increased learning time in its pursuit to turn around the nation's lowest-performing schools—the issue has emerged on the national agenda. This year alone, with federal funding from the American Recovery and Reinvestment Act, an additional 750 low-performing schools are increasing learning time.

The National Center on Time & Learning (NCTL) is encouraged by the growing recognition that students, especially those living in poverty, need more time to succeed. Increased learning time is a long-term reform strategy that requires careful planning, effective leadership, and thoughtful implementation, school by school. NCTL urges states, districts, and schools considering the use of expanded time as a strategy to transform schools to consider the following lessons learned from Kuss Middle School, and other high performing expanded-time schools around the country.

Guiding Principles for Expanding Learning Time

- **Add significantly more learning time for ALL students in targeted schools** by rethinking how the entire day and year are structured to improve student achievement, increase student engagement, and provide teachers with time for collaboration and professional development.

- **Maximize the effectiveness of new and existing time** through the relentless use of data, a schoolwide effort to strengthen instruction, and an intense focus on a small number of key performance and instructional goals.

- **Capitalize on increased learning time by using data to individualize instruction and provide tiered support,** grouping students based on like-needs and frequently monitoring progress to adjust groupings, content, and instructional strategies accordingly.

- **Prioritize more time with quality teaching when allocating resources** by first determining how much additional student learning time is needed to raise the achievement of all students, then thinking strategically about how to support it through a variety of staffing and scheduling models.

"We're still waiting for America to replace an agrarian 19th century school calendar with an information age calendar that increases learning time on a par with other countries. We're still waiting, and we cannot wait any longer."

Secretary of Education Arne Duncan,
September 2009

The National Center on Time & Learning (NCTL) and its state affiliate Massachusetts 2020 are dedicated to expanding learning time to eliminate the achievement gap and provide a well-rounded education for all children. Massachusetts 2020 focuses its efforts in Massachusetts and is currently leading the country's most ambitious initiative to redesign public schools by adding significantly more learning time to the school day and year. NCTL is the leading national organization focused on the impact of time on learning outcomes. NCTL conducts research and advances public policy at the federal, state, and local levels and provides direct technical assistance to a growing number of states, districts, and schools that seek to expand learning time to prepare students for success in college and careers.

NATIONAL CENTER ON
TIME & LEARNING

www.timeandlearning.org

Mass 2020

www.mass2020.org

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Clarence Edwards Middle School:
Success Through Transformation

Just a few years ago, Boston's Clarence Edwards Middle School was on the verge of being shut down. But by 2009, a renaissance at the Edwards made it one of the highest performing and most desired middle schools in Boston, dramatically narrowing and even eliminating academic achievement gaps while delivering a far more well-rounded education to its high-poverty student population. This is the story of how they did it.
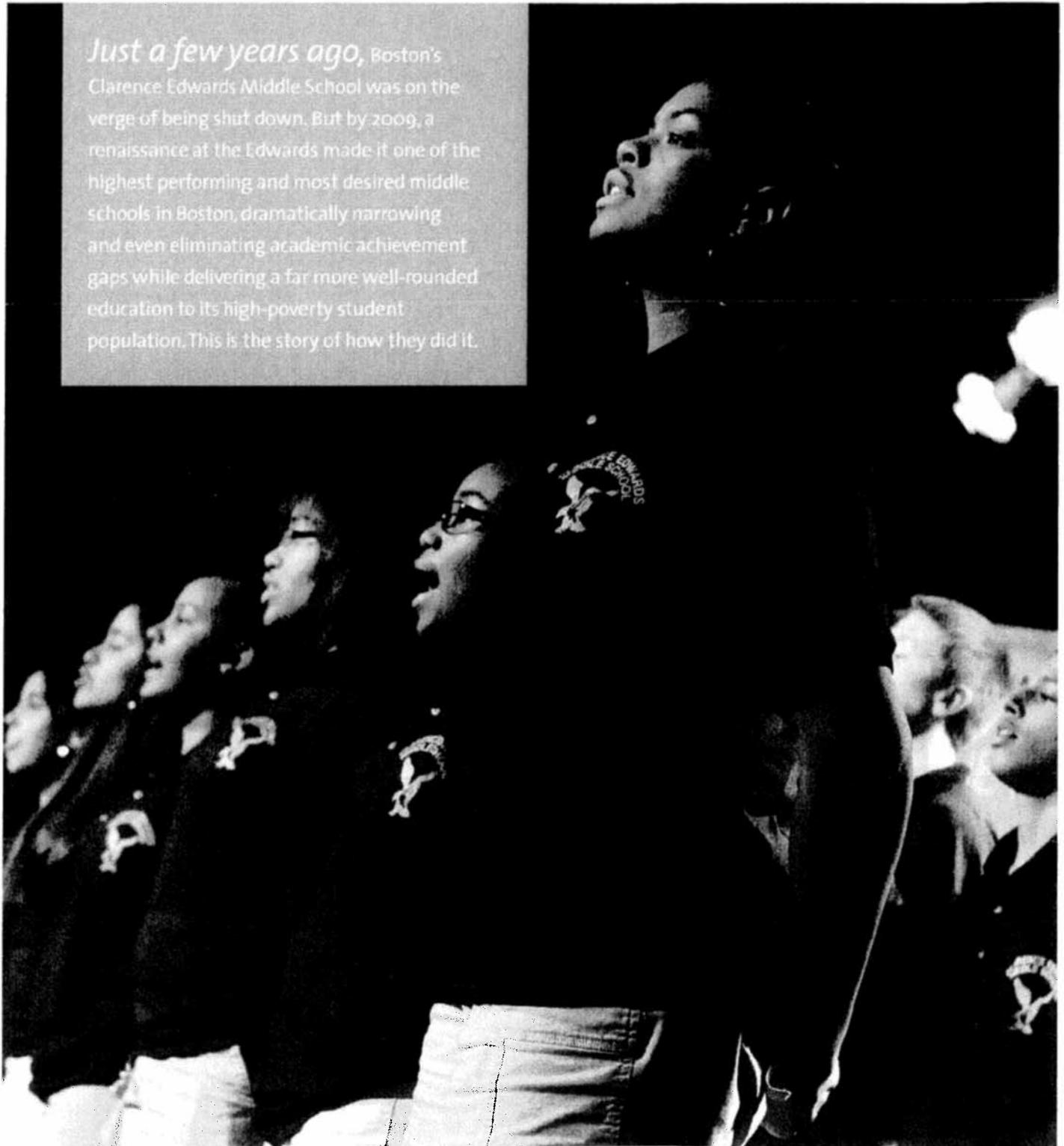
The Massachusetts Expanded Learning Time Initiative

In 2005, the National Center on Time & Learning and Massachusetts 2020 partnered with the state Legislature, the governor, and the Massachusetts Department of Elementary and Secondary Education and called on school districts from around the state to rethink the traditional 6-hour, 180-day school schedule. Schools were challenged to dream big—to redesign their school day to enable young people to master the skills necessary to thrive in a complicated and competitive world.

In response, teachers, union leaders, community organizations, administrators and parents came together in schools across the state to develop a new way of thinking about education. They reviewed data and strategized ways to close the achievement gap. They added time for, and provided individualized support in, core academic subjects; increased enrichment opportunities that had been stripped from the school day; and brainstormed about how teachers might collaborate more and find time to learn from one another.

The result: a school day that no longer revolves around the schedules of farms and factories but instead around the needs of today's youth and their families and the demands of today's world.

From this vision came a new reality. In the fall of 2006, 10 schools in 5 districts became the pioneers for the first statewide initiative to expand learning time in the United States. The Massachusetts Expanded Learning Time (ELT) Initiative is a competitive grant program that allows participating schools to redesign and expand their school day for all students to advance academic outcomes, broaden enrichment opportunities, and improve instruction. Those schools determined to have the highest quality proposals are awarded $1,300 per pupil per year to support the implementation of their rebuilt school day and year. Today, over 12,000 students in 22 schools in 11 districts across the state attend ELT schools.

President Barack Obama

"We can no longer afford an academic calendar designed when America was a nation of farmers who needed their children at home plowing the land at the end of each day. That calendar may have once made sense, but today, it puts us at a competitive disadvantage."

(March 2009)

J ust a few years ago, Boston's Clarence Edwards Middle School was on the verge of being shut down. The long-struggling school had among the lowest math scores of any middle school in the city. The school's enrollment was dwindling as even neighboring families chose to send their children elsewhere. Faculty and student morale was low, and family engagement was almost non-existent. Like other middle schools in Boston, students left the building at 1:30 p.m. every day.

But by 2009, the Edwards had risen to become one of the highest performing middle schools in Boston, dramatically narrowing and even eliminating achievement gaps for its disadvantaged students. Test scores have soared, with impressive growth across the board in English language arts (ELA), math and science and across all subgroups of students. A school once struggling to fill its classrooms now has a waiting list. The school's enrichment offerings rival those at elite private schools, including a band, a football team, and student apprenticeships with Google and MIT. The school's annual theater production attracts hundreds of families and community members, including fifth graders from nearby feeder elementary schools, many of whom leave hoping to gain a slot in next year's class.

How did the Edwards, over the course of just a few years, dramatically boost student achievement and transform the school's culture into one of excellence and engagement? The school is in the same building with many of the same teachers, and the demographics of the student body have not meaningfully changed: 89% low-income; 88% minority; 32% special education; and 24% limited English proficiency.

In the fall of 2006, Edwards became one of the pioneering Massachusetts public schools taking part in the Expanded Learning Time Initiative. Though the Edwards had previously taken some essential reform actions, the inflection point in the Edwards' dramatic turnaround can be tied directly to the moment it re-opened its doors with a brand new school day rebuilt from the ground up to include 300 more hours of learning and personalized instruction per year. The students and teachers have not looked back.

Like all ELT schools in Massachusetts, the Edwards has redesigned the school day to incorporate 300 additional hours of learning per year for all students for three primary purposes:

1. **More time has allowed for a differentiated, data-driven approach to instruction that has resulted in dramatic academic gains for Edwards students.** The Edwards has increased instructional time for all core subjects. Every student now has a social studies and science block each day in addition to four extra hours per week for academic support through a strategy the school calls "Academic Leagues." Using formative and summative assessment data, students are placed in leagues based on their most pressing academic needs, predominantly in ELA or math. Academic Leagues feature smaller class sizes and are led by Edwards teachers who receive coaching and curricular support from the school's Instructional Leadership Team. Teachers closely monitor students' progress through frequent assessments and provide individualized attention to students in areas where they need the most help. As students show academic progress, their Academic League placement is adjusted accordingly.

2. **More time for teachers to collaborate has ensured that all instructional time, in core subjects, academic support, and enrichment, is used effectively.** Edwards teachers now meet in grade-level teams two to three times per week to discuss student support issues while students are in specialty classes like music, art, and P.E. In addition, Edwards students are dismissed at 11:45 am every Friday enabling the full faculty and representatives from key partnering organizations to work on professional development until 2:15 pm. The Friday professional development sessions are planned by the school's Instructional Leadership Team, with a primary focus on analyzing student data. Once a month, the Friday session is devoted to teaching demonstrations during which time Edwards teachers model lessons for their colleagues.

3. **More time has translated into robust enrichment programs and community partnerships, resulting in positive changes in student engagement, school culture, and family engagement.** All Edwards students participate in enrichment programming designed to build transferable skills and nurture talents beyond reading, writing and arithmetic. Seventh and eighth graders choose four electives per year from a menu of options including swimming, Latin dance, environmental science, and fashion design. Electives are taught by Edwards teachers and specialists from partnering community-based organizations. All sixth graders participate in Citizen Schools, a national program that focuses on developing 21st century skills like leadership and oral communication through hands-on apprenticeships with professionals. At the culmination of each semester, Edwards students perform, demonstrate, and exhibit what they have learned in their enrichment classes in front of the school community.

Sample Edwards Student Schedule: **With ELT**

Time	Activity
7:20–7:30	Homeroom
Block 1 7:35–8:40	Core Academics: ELA
Block 2 8:42–9:44	Core Academics: Math
9:47–10:02	Snack
Block 3 10:05–11:07	Unified Arts: (PE, Music, Art)
Block 4 11:10–12:12	Core Academics: Social Studies
12:15–12:40	Lunch
Block 5 12:40–1:42	Core Academics: Science
Block 6 1:45–2:45	Academic Leagues
Block 7 2:45–4:15	Rotating Elective

Sample Edwards Student Schedule: **Before ELT**

Time	Activity
7:20–7:30	Homeroom
Block 1 7:35–8:55	Core Academics: ELA
Block 2 9:00–10:20	Core Academics: Math
Block 3 10:25–11:45	Unified Arts: (PE, Music, Art)
11:45–12:05	Lunch
Block 4 12:05–1:30	Core Academics: Science and Social Studies
	Core Academics Academic Support
	Enrichment

Results

The results at the Edwards are remarkable, and the school has been heralded nationally for its dramatic turnaround. Since first implementing ELT in 2006-07, the Edwards has made considerable progress in ELA, math, and science for all students, as measured by the Massachusetts Comprehensive Assessment System (MCAS). In just three years:

- The Edwards reduced the achievement gap with the state by 80 percent in ELA, by two-thirds in science, and **8th graders now exceed the state proficiency rate by eight points in math.**

- The 8th grade ELA failure rate plummeted by 75 percent, while the number of students advancing to the state's highest level of achievement in math increased tenfold.

- Low-income, special education, limited English proficiency, African American, and Latino students made extraordinary gains at the Edwards. Each subgroup now exceeds the state proficiency rate for that subgroup in math, and four of the five subgroups outperform the state averages in ELA.

As a result of the Edwards' success, all other middle schools in Boston have petitioned to become Expanded Learning Time schools and the Edwards' principal has been promoted to academic superintendent for Boston's Middle and K-8 Schools, charged with oversight of 29 schools in the city.

Like all ELT schools, the Edwards gauges its success through measures beyond standardized test scores. Other indicators of the school's rapid progress include:

✓ Increased student enrollment: In 2006, 17 rising 6th graders chose Edwards Middle School as their first choice. In 2009, 250 rising 6th graders chose the Edwards as their first choice, boosting enrollment to over 500 students and resulting in the creation of a waiting list.

✓ Greater teacher empowerment: When asked, teachers at the Edwards respond much more favorably than their peers across the state that they are involved in the school's decisions about instruction and are trusted as professionals.

✓ Competitive high school acceptance rates: Fourteen Edwards graduates currently study at the prestigious, audition-based Boston Arts Academy—a fellow ELT school and the city's only public high school for visual and performing arts—and twenty graduates have been accepted and currently attend Boston's competitive exam schools, the Boston Latin Academy and John D. O'Bryant School of Math & Science.

✓ Stronger partnerships: Lead partner Citizen Schools, which previously served 35 Edwards students per year through their optional after-school program, now serves the entire sixth grade class annually. In recognition of their now robust arts program, the school was selected to participate in the Fidelity FutureStage Program, resulting in a donation of $25,000 worth of instruments from Fidelity Investments and the Boston Pops. The Edwards has also benefited from partnerships with the Boston Ballet, the Bird Street Community Center, Medicine Wheel, and the Urban Ecology Institute at Boston College.

8th Grade Students Have Closed and Narrowed the Achievement Gap with the State

Math — Grade 8–Edwards: 12, 22, 36, 56

ELA — Grade 8–Edwards: 40, 48, 54, 71
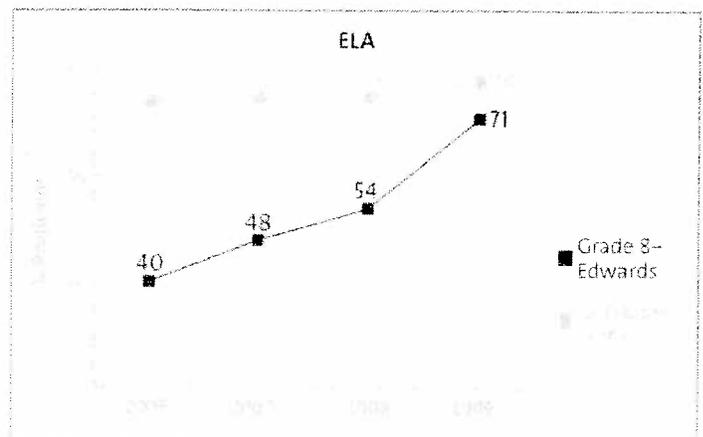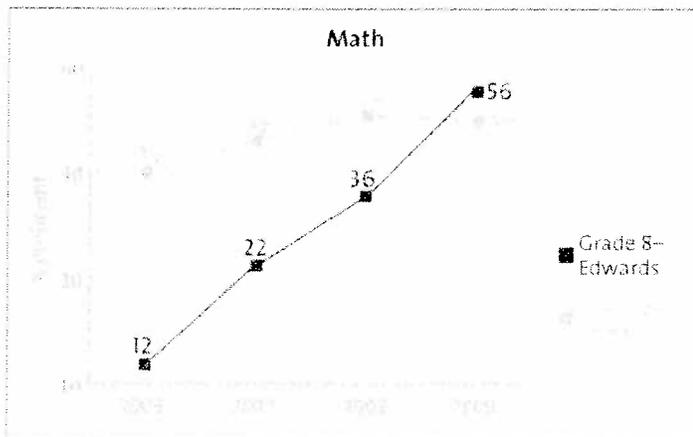
8th Grade Proficiency at the Edwards, 2006–2009

ELA

Horizontal red lines and figures indicate 2009 MCAS proficiency percentage for state in that category

■ 2009

Math

Horizontal red lines and figures indicate 2009 MCAS proficiency percentage for state in that category

■ 2009
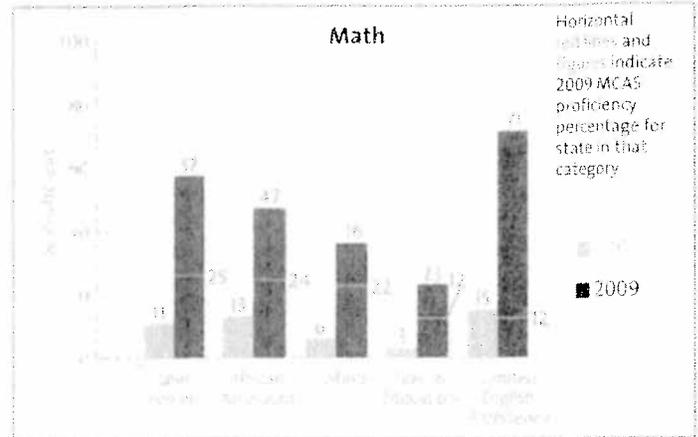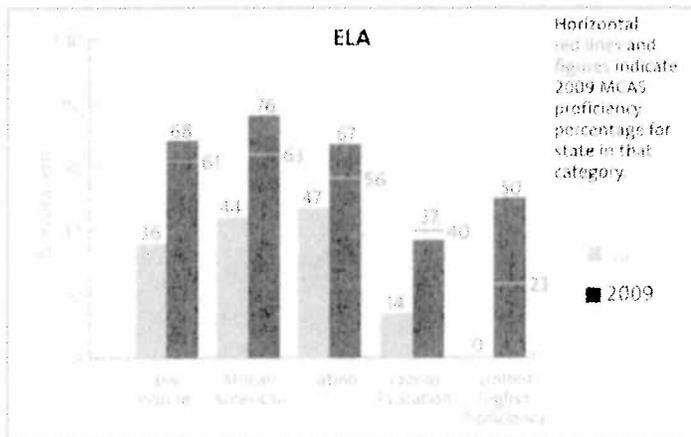
Other Essential Components for Successful School Transformation

While ELT has been a primary driver of change and results at the Edwards, there are other essential components of the school's turnaround:

Strong leadership. The Boston Public Schools hired motivated leaders who had a sense of urgency to drive change in the building. A team consisting of the principal, assistant principal, director of instruction, director of Expanded Learning Time, key teacher-leaders, and the Citizen Schools campus director meets regularly to oversee instructional leadership and implementation of the new school day.

Building teacher effectiveness. Strengthening teaching was a priority before the implementation of ELT. The Edwards has built a highly effective teaching force through the use of evaluations, an increased investment in professional development and collaborative planning time, and the active recruitment of outstanding new educators.

A school-wide focus on data-driven instruction. Data informs every instructional decision that is made at the Edwards, and teachers and administrators have been trained extensively in its usage. Formative assessments are used four to five times a school year, and data boards prominently display each student's progress toward proficiency in math and ELA.

A culture of professional collaboration. The administration established collaborative planning time for grade- and subject-level teams of teachers prior to the implementation of an expanded school day. The professional development schedule now includes full-faculty meetings every Friday afternoon that incorporate key community partners.

Senator Edward Kennedy

"There are few more promising strategies for helping all children get ahead in today's global economy than expanding learning time. . . The early results of the Expanded Learning Time Initiative here in Massachusetts are impressive and show real promise in preparing all children for a lifetime of success. I believe what we're doing with expanded learning here in Massachusetts is a model for the nation."

(Visit to the Edwards with Boston Mayor Thomas M. Menino, January 2008)

6

Growing Momentum for More Time

Education experts have long recognized that expanding learning time beyond the traditional 180 six-hour days should be part of improving public education, but until recently there has been little movement on this important issue. This is changing. The current administration has advocated for a redesign of the school calendar to better meet the needs of today's students; under the guidelines for the American Recovery and Reinvestment Act (ARRA), unprecedented federal funds are slated to be channeled to education and incentivize a longer school day and year as a strategy for improving schools; and a growing number of U.S. schools have already broken from the traditional school calendar and shifted to expanded learning time to improve educational outcomes. The success of these schools in advancing achievement for all students is contagious and promises to be an integral part of transforming public education across America.

Nearly 700 schools across the country operate with an expanded school day and/or year.

Scale:

- 0
- 1–9
- 10–29
- 30–74
- 75+
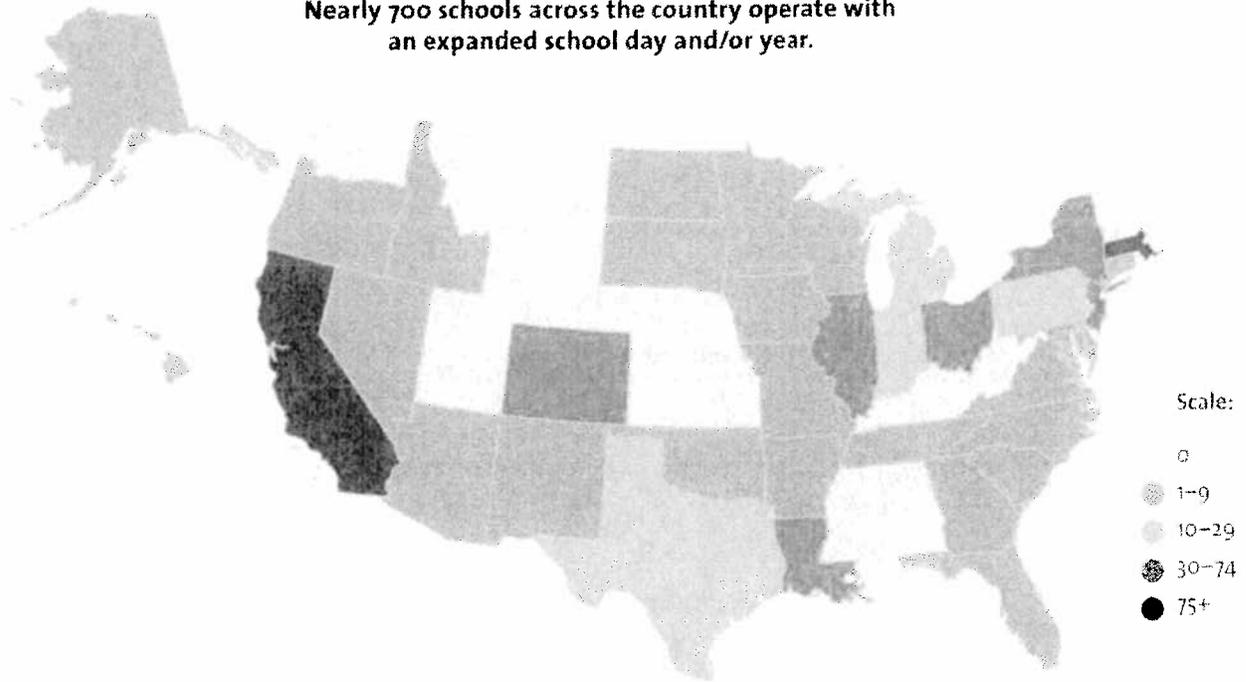
"When the Edwards Middle School switched to a longer day, I thought, 'great, I can barely stand six and a half hours. Who wants to go for nine?' But during the first year I realized that ELT makes school more fun. We are able to choose our electives, and when you choose what you want to do, it makes the day go by faster.

If I went home at two o'clock, I'd probably be doing nothing. I'd probably sit on the couch with a Mountain Dew watching TV or I'd be out skateboarding. But I'd give up skateboarding and Mountain Dew any day of the week to be here at Edwards. Nothing that you would do out on the streets at two o'clock can compare to what people are doing here at 4:30."

Leo, former 8th grade student at the Edwards

Massachusetts 2020 and the National Center on Time & Learning (NCTL) are affiliated nonprofit organizations based in Boston, dedicated to expanding learning time to eliminate the achievement gap and provide a well-rounded education for all children. Massachusetts 2020 focuses its efforts in Massachusetts and is currently leading the country's most ambitious initiative to rethink what a public school means by adding significantly more learning time to the school day and year. NCTL is the leading national organization focused on time and learning and how schools can achieve more by using expanded learning time well. NCTL conducts research and advances public policy at the federal, state, and local levels and provides direct technical assistance to a growing number of states, districts, and schools that seek to expand learning time to fuel growth and success.

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Boston Turnaround School Makes Significant Progress

By Monica Brady-Myerov June 5, 2012

▶ WBUR

Boston Turnaround School Makes Significant Progress

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BOSTON — One of Boston's 12 poorest-performing schools has made significant progress just two years after it was designated a turnaround school by the state. Orchard Gardens Pilot School was underperforming for several years and in 2010, because of its poor performance, the school received more federal funding and expanded leeway to make sweeping changes.

When you walk among students in the hallways of Orchard Gardens they are silent, even as they head to lunch. As he walks among them, Principal Andrew Bott says the calm shows respect for learning.

"You'd never know that there's 800 students in the building, there's 250 at lunch right now, kids transitioning back from gym, heading throughout the building," Bott said. "And it just speaks to the importance of keeping a calm, quiet environment so everyone can focus on their work."

The kids have a lot to catch up on. Just two years ago, their K-8 school was one of the five lowest-performing schools in Massachusetts. Because the school was failing for several years, it was designated a turnaround school and Boston Public Schools hired Bott to fix it.

Orchard Garden eighth graders Eric Darron Hall and Tomell Kelley proudly hold a sports trophy they helped win for the school. (Monica Brady-Myerov/WBUR)

"Fundamentally, we came in and we had to change the history of failure of the school," Bott said. "The kids knew the history of failure, the Greater Boston community knew."

In Bott's first full year on the job, the students showed more progress than most others in the state on the 2011 MCAS. And double the number of seventh graders scored proficient in English and math than the year before. They're doing better on more indicators than students at other turnaround schools.

Bott said he's using a three-pronged approach.

"We built our whole turnaround model around three components: people, data and time," he said.

First, Bott did something a principal could not have done without the turnaround label: he replaced 80 percent of the teachers. Then he hired replacements who know how to use data to adjust their teaching quickly. Finally, he expanded the school day. For example, middle school students stay from 7:30 a.m. through 5:30 p.m. The teachers work an extra hour. Bott hired outside nonprofits, including City Year and Citizen Schools, for the remaining hours.

"I hated it," said eighth grader Tomell Kelley. "But when we came into it, and getting more days into the after-school programs, I actually started to like it because I would… get most of my homework done before I got home."

Other students say they've adjusted too. And for ESL teacher David Place, a longer day allows him to collaborate more with other teachers.

"I appreciate that so much, just from my own practice and and my own learning and becoming a better teacher, to have that time carved into the schedule where you can

look at student work or co-plan units, that's something we didn't really have," Place said.

Typically, large-scale changes to improve schools take much longer to show results. Especially when, like Orchard Gardens, the school serves a majority of low-income students. Chris Gabrielli of the nonprofit Massachusetts 2020 says that's what makes the Roxbury school impressive.

Thirteen-year-old Laiannah Victorian Butler stands near a wall of student art. Orchard Gardens will take part in the nationwide Turnaround Arts program this year. (Monica Brady-Myerov/WBUR)

"Those are students who are harder to educate perhaps than some, but the school is full of people who believe they can, and look at the results," Gabrielli said.

Bott cautioned he doesn't expect the gains to be as dramatic this year, because Orchard Gardens is working with an influx of English-language learners. And the school's almost $4 million in federal grants will run out at the end of June 2013. Bott used much of the money to lengthen the school day, not to hire additional staff. He's confident he can keep the momentum going because he says outstanding staff is essential to reform. And he will use a combination of private fundraising and reworking the schedule to keep the extended learning hours.

Meanwhile, Bott is directly involved with keeping the mood positive with daily announcements over the loud speaker.

"Good afternoon, Orchard Gardens, I want to end our day with a few shout outs," Bott said over the loudspeaker. "I want to give a shout out for all of the performers today from both acts of the arts show, our chorus, our band."

It's these shout outs, Kelley said, that give him and other students something to strive for.

Our School

North Star Academy Charter School of Newark is one of New Jersey's very first charter public schools, and after fifteen years has also become one of its most celebrated.

North Star Academy, winner of the 2011 National Blue Ribbon Award for Excellence, has recently been featured in the New York Times, Time Magazine, and on PBS. We currently serve over 2,800 students in grades K-12 across nine schools: four elementary schools, four middle schools, and a high school.

Teach Like a Champion, written by Uncommon Schools Managing Director Doug Lemov and *Driven by Data* and *Leverage Leadership*, written by North Star's Managing Director Paul Bambrick-Santoyo, are now reaching half a million educators nationwide. Over 7,000 visitors from Chile to India to Japan to Sweden have visited North Star and are explicitly implementing our instructional systems at their own schools.

Mission

To serve Newark children by building an uncommon school where students partake of a rigorous, 10-month, extended day academic program that gives them the means to beat the odds in school and life.

To shape an intimate, supportive, engaging school community where classes are small and personalized; where parents are partners; where teachers teach with passion and commitment; and where all the adults model—and all the students develop and live—the values of caring, courage, justice, respect, and responsibility.

To generate for students a transformative experience at an age when they are forging their very identities and lifetime aspirations and to cultivate in them the belief that they are the masters of their own destinies: each one worthy of greatness and goodness, each one capable of—and responsible for—serving the community and the world around them.

Background

North Star Academy was founded in 1997 by James Verrilli and Norman Atkins. To learn more about our founders and their enormous impact on Newark public education, see the videos below.
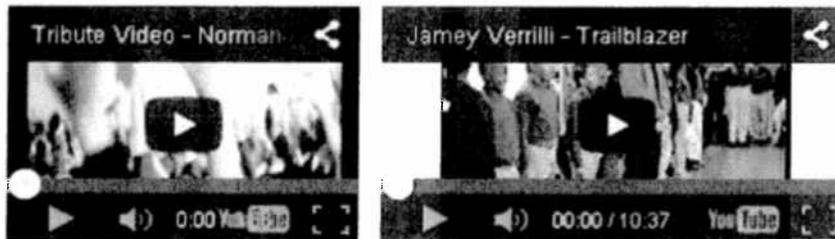
According to 2003 U.S. Census data Newark ranks as the second poorest city in the country, with almost half of its children living at income levels of less than $18,660 for a family of four. The New Jersey City Kids Count 2003 data paints a similarly grim picture: Newark children are less healthy, less likely to finish high school, and less likely to reach adulthood than other children around the state.

When students enter North Star they are often significantly behind their state peers. In fact, their test scores are often below the Newark District average, which is one of the lowest performing districts in the state. Chosen from among Newark residents by random lottery, nearly all North Star students are students of color. 80% qualify for free/reduced price lunch. 90% of their parents never graduated from college.

The North Star has long been a symbol of hope and freedom. Frederick Douglass used this symbol in the struggle against slavery by naming his abolitionist newspaper *The North Star*. Every facet of North Star's culture supports the vision of "seeing the star," guiding students along a path to success in college and in life. The school strives to build a sense of community where everyone feels a part of a shared mission. North Star creates a structured, supportive community where everyone is a valued member.

![Insight Education Group logo]

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MASSACHUSETTS EXPANDED LEARNING TIME INITIATIVE
2010–11 UPDATE

"Our expanded school day gives me more time to read and to learn. Without my extra reading class, I would always struggle a lot with reading and understanding . . . not anymore. Plus, I get to try extra activities I would never do outside of the longer day!"

Kevin, Grade Six, Longsjo Middle School

2010 was a pioneering year for Massachusetts public schools. State leaders recognized that while the Commonwealth leads the nation in student achievement on national measures such as NAEP, more needed to be done to close the persistent achievement gaps between our wealthy and poor students. Combining a strong plan, a new reform law, and broad consensus, Massachusetts won a federal Race to the Top grant and set out to implement bold strategies to accelerate improvements.

Innovative approaches to improving our schools are nothing new for Massachusetts. In 2005, inspired by the effective use of expanded time at many high-performing charter schools and a handful of district schools around the country, the Massachusetts Department of Elementary and Secondary Education (ESE) and non-profit Massachusetts 2020 launched a first-in-the-nation initiative for district schools to expand learning time for all of their students. That first year, ten schools in five districts stepped forward to participate. Their school leaders, teachers, parents and community partners understood that as the world changes, schools must evolve to prepare students for the opportunities and complexities of the 21st century, and that the traditional 6.5-hour school day is woefully insufficient.

Five years later, the Massachusetts Expanded Learning Time (ELT) Initiative has grown to include over 10,500 students in 19 schools in nine districts, 78% of whom are low-income and all of whom benefit from an additional 300 hours of learning time across the school year. Expanding the school day is proving to be about more than simply adding time. It's giving participating schools and communities the chance to expand learning, broaden opportunities and deepen relationships. It's eliminating the frustrating need to decide between literacy or art, science or social studies.

breadth or depth. And in the most impressive ELT schools, it is eliminating achievement gaps, too.

In 2010–11 ELT continues to thrive due to the persistence of participating schools and districts. It is managed through a unique public-private partnership between ESE and Massachusetts 2020, which share responsibility for oversight and support of the ELT Initiative. In this 2011 update, Massachusetts 2020 seeks to provide a brief snapshot of promising results and lessons learned.

2010–11 ELT Schools

COHORT 1: 5th year of implementation	• Edwards Middle School, *Boston* • Fletcher-Maynard Academy, *Cambridge* • Jacob Hiatt Magnet School, *Worcester* • Kuss Middle School, *Fall River* • Martin Luther King, Jr. School, *Cambridge* • Salemwood School, *Malden* • Timilty Middle School, *Boston* • Umana Middle School Academy, *Boston*
COHORT 2: 4th year of implementation	• Boston Arts Academy, *Boston* • City View Discovery School, *Worcester* • Ferryway School, *Malden* • Greenfield Middle School, *Greenfield* • Newton Elementary School, *Greenfield* • Silvia Elementary School, *Fall River*
COHORT 3: 3rd year of implementation	• Browne Middle School, *Chelsea* • Garfield Middle School, *Revere* • Longsjo Middle School, *Fitchburg* • Viveiros Elementary School, *Fall River* • Whelan Elementary School, *Revere*

2009-10 Results

With four years of Massachusetts Comprehensive Assessment System (MCAS) results now available for Cohort 1 ELT schools, Mass 2020 better understands the impact of a well-designed, well-implemented expanded day on student achievement. Highlights from analysis of the 2010 MCAS results follow.

Outcomes have steadily and consistently improved over time in Cohort 1 schools. When comparing 2010 scores to 2006 pre-ELT scores, ELT schools with four years of implementation have seen impressive increases in their proficiency rates across all grades in all three tested subjects. While the transition to a longer day initially presented challenges, Cohort 1 is now gaining traction and demonstrating real progress as they refine their approach to expanding time.

MCAS Proficiency Gains in ELA, Math, and Science: Cohort 1 Schools (all grades) n=8
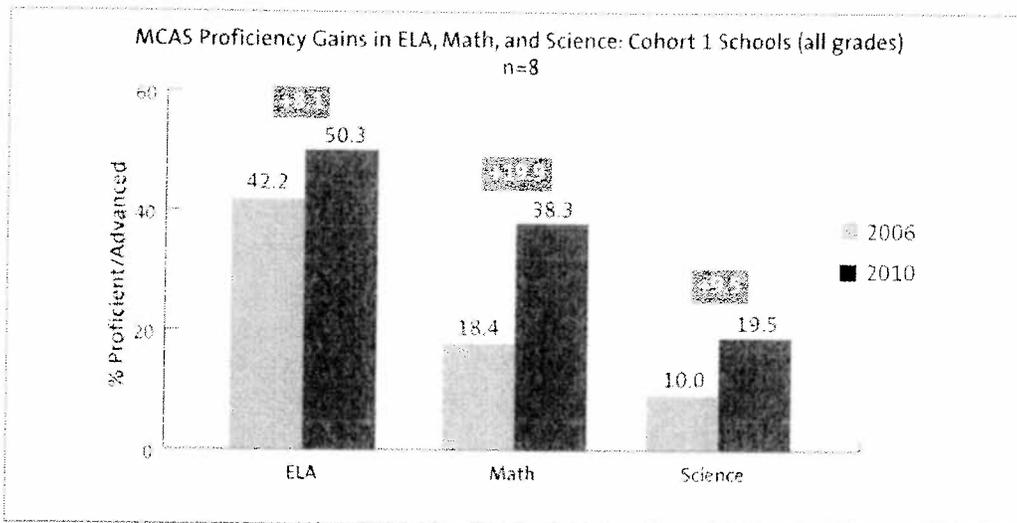
A far higher proportion of Title 1 ELT schools are "high-growth" compared to all Title 1 schools in Massachusetts. Among Massachusetts Title 1 schools, the percentage of ELT Title 1 schools (n=14) that reached high growth levels in 2010 was almost twice that of non-ELT Title 1 schools (n=290) in math, and more than twice that of non-ELT Title 1 schools in ELA.

Growth Comparison: ELT Title 1 Schools v. MA Title 1 Schools
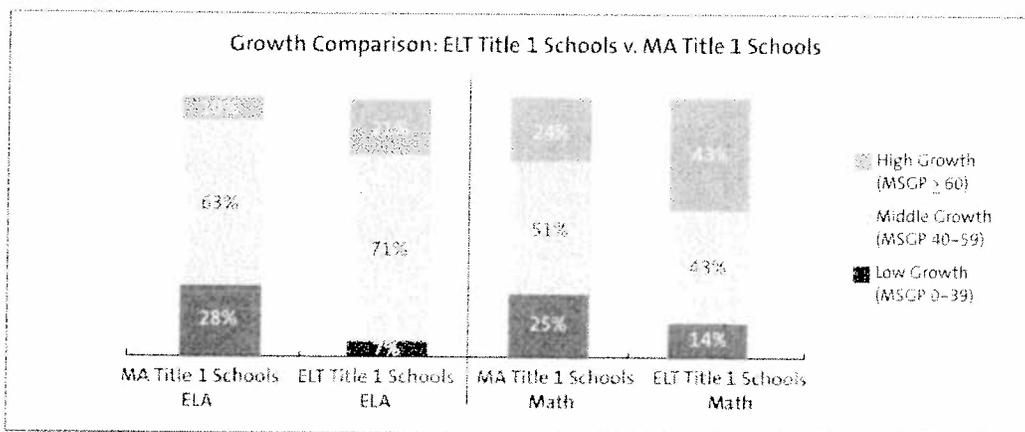
Abt Associates, which is conducting a multi-year external evaluation of the ELT Initiative, assesses the academic outcomes of the initiative by comparing MCAS scores, including growth, of ELT schools and a cohort of matched comparison schools. Abt found that since 2008, more ELT schools than matched comparison schools have experienced high growth in math, and since 2009, more ELT schools than matched comparison schools have experienced high growth in ELA.

The state's growth model measures how individual students perform each year compared with peers across the state who have the same performance history. In turn, the relative capacity of a school to improve student performance is determined by identifying the median student growth percentile (MSGP) of all of its students. Schools with an MSGP of 60 or higher are considered "high growth schools," and represent roughly the top 20% of all schools across the state in growth.

Other Indicators of Success

Of course, MCAS results are only one important measure of success. Abt Associates' 2011 *Year Four Integrated Report* (Checkoway, et al., 2011), aims to capture other initiative impacts, including:

- **Broadened opportunities for all students.** ELT schools are providing their students with a robust, balanced schedule, allocating "significantly more time for core subjects" as well as for "academic support periods, enrichment and other activities" than comparison schools without an expanded schedule. A survey of ELT principals co-developed by Abt, ESE, and Mass 2020 found that ELT schools offer, on average, seven hours of instruction each week in art, music and physical education, double the national average.[1]

- **Stronger partnerships.** Community partners play a key role in an expanded school day. Ninety six percent of those partners interviewed by Abt plan to continue working with ELT schools in the future, "indicating their overall satisfaction" with the expanded school schedule. Enrichment and partner-led programming is also increasingly well-incorporated throughout the day, with Abt reporting that the majority of ELT schools are now implementing an "integrated schedule" rather than simply tacking on new components to the end of the day.

Satisfaction with Time Available for Instruction and Collaboration/PD ELT Schools vs. Matched Comparison Schools, Spring 2010
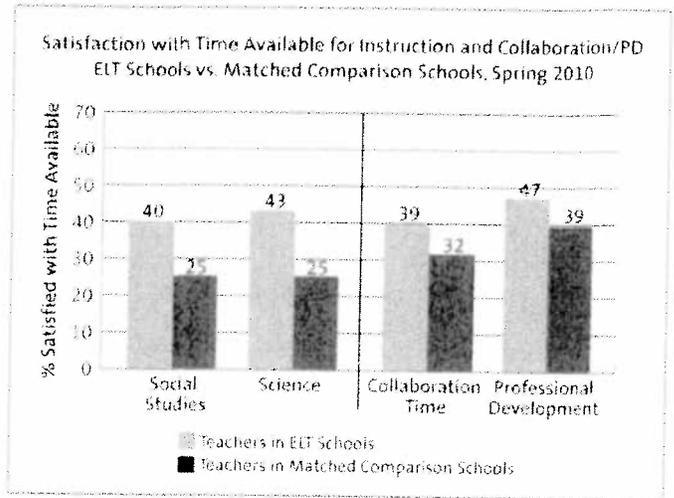
- **Teachers report more time for instruction, collaboration, and professional development.** A statistically significant higher proportion of teachers in ELT schools report that they are satisfied with the amount of time available for instruction in ELA, math, and especially science and social studies than those in matched comparison schools. Teachers in ELT schools also report higher satisfaction with the time available for collaboration with their colleagues and professional development (PD).

Mid-Course Adjustments: "Pressure and Support"

While these results are encouraging, faced with high variability in implementation and outcomes across the ELT schools, Mass 2020 and ESE have made a number of mid-course adjustments to the initiative. The two most meaningful include:

Performance Agreements were instituted in 2009 to hold ELT schools accountable for improvement. Through these agreements with the state, each school has developed a set of ambitious measurable goals for the three ELT redesign components: academics, enrichment, and teacher collaboration and leadership. Performance Agreements are helping ELT schools maintain a clear focus on continuous improvement and become more outcomes-oriented. With Cohort 1's Performance Agreements scheduled to reach maturity in spring 2011, ESE is already in discussions with "watch list schools" that are at risk for loss of funding if they do not reach their established goals.

More coherent, targeted technical assistance is now provided to 14 of the 19 ELT schools. By documenting effective practices at the most promising ELT schools, Mass 2020 has developed a deeper understanding of two critical elements that intersect with time to impact school improvement: people and data. Schools that maximize expanded time do so by utilizing and communicating about student data to shape how time is used, while working tirelessly to improve teacher quality and build effective leadership teams. The technical assistance provided to ELT schools reflects and integrates these key learnings. Through a combination of convenings, school visits, and on-site coaching, ELT schools now receive comprehensive support built around the nexus of people, data and time, geared toward helping them meet their Performance Agreement goals.

"The ELT Performance Agreements have helped our school become much more focused on the key elements that will assist in our growth. Teachers are collaborating with one another more than ever before, and we see a positive difference in our school environment."

Sherri Carvalho, Teacher, Silvia Elementary School

Moving Forward with Lessons Learned

Since ELT was launched in Massachusetts in 2005, expanding learning time has moved to the forefront of the education reform dialogue. Given the growing awareness of the importance of increased learning time to improve student achievement, especially in high-poverty schools, the MA ELT Initiative provides some of the only testing grounds in the nation generating lessons learned rooted in practical experience. A number of ELT schools are showing that expanding time can have a transformative effect on student achievement and overall school improvement. For example, Edwards and Kuss Middle Schools are showing impressive four-year cumulative gains, particularly remarkable because both schools were at risk of closure prior to implementing ELT.

MCAS Proficiency Gains at Edwards and Kuss Middle Schools, all grades

	MATH: Edwards	MATH: Kuss	ELA: Edwards	ELA: Kuss
2006	12.4	12.6	31.0	41.6
2010	40.7	46.6	56.4	57.5
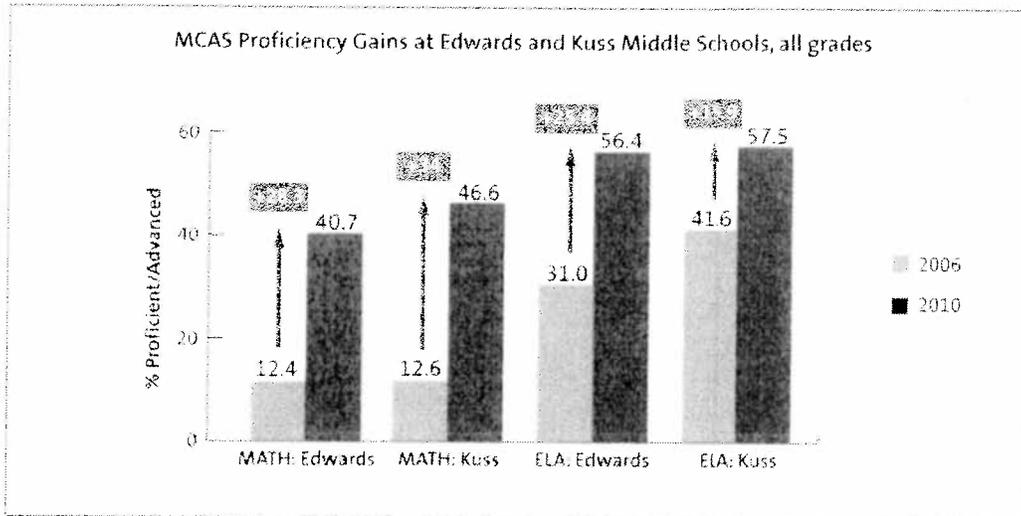
These outcomes are exemplary, but the wide range of results across ELT schools illustrates that expanding time is neither a silver bullet nor a panacea. Mass 2020 has learned that expanded time is most effective when combined with quality teaching and an unwavering focus on student achievement, and is working hard to strengthen the ELT Initiative based on lessons learned from Edwards, Kuss, and other high-performing ELT schools.

Successful Expanded Learning Time Schools are:

✓ Highly focused in their approach to adding significantly more time, concentrating on a small number of key goals

✓ Relentless in their use of data to drive continuous improvement and strengthen core instruction

✓ Adding core academic time that allows teachers to individualize support for students and accelerate achievement

✓ Strategically adding time for teachers to collaborate to strengthen instruction

✓ Engaging students in the highest-quality enrichment programs which build skills, interests, and self confidence

"Our staff are an integrated part of the Garfield Middle School. Their expanded school day allows us to serve more than 190 students with engaging exploratory learning opportunities and hands-on apprenticeships. Our partnership with the Garfield is strong because we share the same goals for our students and communicate constantly about their needs and progress."

Megan Bird, Citizen Schools at Garfield Middle School

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BALTIMORE CITY
PUBLIC SCHOOLS

Case Study | Instructional Framework

The Challenge

The Baltimore City Schools has a committed staff of educators throughout its central office and 200 schools. In a system this size, the district needed to ensure that all educators had a common understanding of clear instructional expectations that would lead to student achievement. The Baltimore City Schools wanted to retain their sense of autonomy while benefiting from a structured system of sharing best practices, guiding instructional improvement, and measuring effectiveness. They envisioned a framework that identified expectations for teachers, which would be the foundation for classroom observations, data collection on teaching, coaching and instructional development, and guidelines for professional conversations.

Teachers are able to excel as the authority in their classrooms while operating with a sense of clarity regarding the district's expectations.

Over **500** school and district leaders and 1,500 teachers experienced professional development diving into the framework's utility for improving instructional practice in their schools.

The Solution

Over the course of a year, a working group, comprised mostly of teachers but also including various other stakeholders, sat side-by-side with Insight consultants and developed an Instructional Framework from scratch. The Insight team facilitated focus groups to ensure a broad representation of voices – from teachers to principals to district partners – were informing the identification of "key actions," or standards of practice that are exhibited by the city's most effective teachers. This process was replicated to develop a rubric that describes what these practices look like at four different levels of efficacy. In addition to developing a customized framework and rubric, Insight worked closely with district leaders to develop a thoughtful, comprehensive implementation plan that staged the roll out of the framework and rubric throughout the district to ensure long-term success.

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The Results

Building Capacity:

- School leaders are seen as a critical lever in effectively observing and collecting data on teacher practices, as well as strategically guiding teachers' growth through feedback and coaching.

- Over 500 school and district leaders and 1,500 teachers experienced professional development diving into the framework's utility for improving instructional practice in their schools.

- 45 Teacher facilitators were trained to deliver professional development to their peers throughout the district, creating buy-in regarding the utility of the framework as well as evolving into a corps of skilled and experienced facilitators of dynamic professional development.

- Central office staff and district partners are designing professional development experiences that are targeted to the district's needs based on framework data. All professional development is designed according to guiding principles that dictate consistency in experience, design, and challenge.

Driving Towards a Common Language:

- A common language about instruction is now developing throughout the district, whether during a feedback discussion between a teacher and a principal or during the superintendent's budgeting process when determining professional development priorities.

Clarifying Roles and Responsibilities:

- Teachers are able to excel as the authority in their classrooms while operating with a sense of clarity regarding the district's expectations.

- School leaders are able to identify instructional priorities based on well-normed data about his or her teachers' strengths and challenges.

- District staff and partners are able to design professional development that is relevant, targeted to needs, and aligned to the practices expected of teachers.

> A common language about instruction is now developing throughout the district, whether during a feedback discussion between a teacher and a principal or during the superintendent's budgeting process when determining professional development priorities.

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Memphis City Schools

The Challenge

As one of few districts to receive the Bill and Melinda Gates Foundation's Intensive Partnership Grants in the fall of 2009, Memphis City Schools is boldly confronting its challenge of sub par student achievement and graduation rates. Only six percent of all MCS students who take the ACT (less than four percent of total students) receive college-ready scores in all four-subject areas. Looming in the background of the district's student achievement issue is the problem of teacher retention with nearly 20 percent of MCS teachers leaving after their first year, and more than 40 percent leaving within three years. To meet this challenge head on and with strong support from the Gate's Foundation, Memphis City Schools launched the Teacher Effectiveness Initiative or TEI. Since that launch, Memphis City Schools is working diligently to meet the goals of TEI by:

- changing who it hires to teach and how the district hires them
- redefining what the district means by "teaching effectiveness"
- building new tools to measure teacher performance
- focusing on providing the best in professional development and growth opportunities.

> Over 7,000 teachers received ongoing communication and professional development via multiple formats created by Insight Education Group.

The Solution

To ensure that there is a highly effective, well-prepared teacher in front of every student, Memphis City Schools enlisted the support of stakeholders throughout the district (comprised of mostly teachers), and partnered with Insight Education Group to facilitate helping these stakeholder groups, not only define what best practices in teaching look like, but also build the tools to help measure teachers' effectiveness while providing them with needed supports. For months, Insight consultants and working group members sat together to develop what is now the Teacher Effectiveness Measure (TEM) Framework and Rubric, which has four domains and five performance levels that address effective teaching and learning practices. After the TEM Framework development process, Insight consultants trained over 600 school and district leaders, as well as supported the development of TEM's state certification standards and then certified over 600 school and district

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The Solution *(cont'd)*

level observers at a pass rate over 95% on first attempt. Insight Education Group facilitated these same observers coming together monthly as cohort members to share best practices, explore implementing coaching and school wide improvement approaches, develop school systems and structures that increase teacher effectiveness, and norm instructional videos

The Results

Stronger Common Language and Rater Reliability

- A more common language now exists among teachers and school leaders that define effective teaching practices in ways that are measurable based on teaching and learning evidence.

- An initial comparison of Fall 2011 rater reliability and Spring 2012 rater results show a decrease in rating ranges for many of the TEM rubric domain indicators. These data suggest that observers are becoming better normed when rating teaching practices after just one school year as TEM observers.

Stronger Capacity through Support

- More teachers report that the new process feels like "growth versus gotcha," meaning that teachers' areas for improvement are given attention through coaching actions defined in all teachers' TEM Professional Growth and Support Plan.

- Over 7,000 teachers received ongoing communication and professional development via multiple formats (face-to-face and media distribution) created by Insight Education Group

Stronger Definitions of Roles and Responsibilities

- School leaders are now truly INSTRUCTIONAL LEADERS given the TEM process. Every educator is observed at least 4 or 6 times every school year. Principals and assistant principals spend an overwhelming amount of their day either talking to teachers about instruction, observing instruction and planning or securing resources to support instruction.

- Of the over 600 certified observers, almost 200 are central office administrators and support staff who are now in multiple schools and classrooms even more because they conduct observations, share feedback, and offer coaching to teachers. This is a clear demonstration of central office working in support of schools.

- Aligned teaching and learning are even stronger in the district. Now that the TEM Framework is central to the district, the professional development department, regional superintendents' offices, curriculum and instruction department, teacher effectiveness department, and leadership effectiveness department are working more cohesively to align their efforts.

> A more common language now exists among teachers and school leaders that define effective teaching practices in ways that are measurable based on teaching and learning evidence.

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DISTRICT OF COLUMBIA

Case Study | Instructional Framework

FSS schools have shown
the most consistent
growth of any set of
schools in the district.

The Challenge

Washington, D.C. Public Schools were facing low performance in their middle schools. Students were achieving at low levels on the state standardized assessment, the DC-CAS. The staff felt unsupported and lacked the factors to support students in their academic and socio-emotional needs.

Between 2007 and 2010 the percent of
students scoring proficient in reading
increased by 7% in elementary schools
and 14% in secondary schools.

The Solution

In the 2008–2009 school year the Full Service Schools (FSS) Model was implemented in eleven middle schools in Washington, D.C. The intention was a three-year plan, with the first year focused on implementation, the second on program improvement and outcomes and third focusing on goals and sustainability. The FSS goal was to increase overall academic performance as measured by the DC-CAS. The program was based on Response to Intervention (RTI) strategies, including high quality instructional design and delivery, for all students aimed at reducing the number of students needing intervention. RTI was implemented as the instructional model for the middle schools as it produces a better chance of academic and social success for students. RTI is most successful when implemented early.

The Results

Reading:

Math:

Insight
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Menu

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A Case Study in Teacher & School Leader Effectiveness

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Framework

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& Research

The Challenge

DC Public Schools were facing low performance in their middle schools. Students were achieving at low levels on the state standardized assessment, **DC CAS**. The staff felt unsupported and lacked the capacity to support students in their academic and socio-emotional needs.

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The Solution

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The program was based on Response to Intervention (RTI) strategies, including high quality instructional design and delivery for all students aimed at reducing the number of students needing intervention. FSS was implemented as the restructuring model for 11 middle schools with a programmatic focus on academics and on direct services to students with socio-emotional needs within local school sites.

Insight Education Group has worked with both teachers and coaches in the FSS sites to train and coach them on Strategic Design for Student Achievement (SDSA).

The SDSA planning method aligns directly with the Plan domain of the Teaching For Learning (TLF) Framework that is used as the foundation for teacher support and evaluation in DCPS. SDSA empowers teachers to examine state content standards, design effective classroom assessments and deliver engaging instructional strategies - key elements that align directly with the remaining domains of the TLF Framework.

Insight Education Group also helped to develop and train individuals in the Assistant Principal of Intervention role, building additional capacity at the school level.

FSS schools have shown the most consistent growth of any set of schools in the district.

The Results

Reading:

- Insight's work on the FSS model and the Teaching and Learning Framework has contributed to overall gains in reading throughout the district.
- Between 2007 and 2010 the percent of students scoring proficient in reading increased by 7% in elementary schools and 14% in secondary schools.

Math:

- In schools that implemented FSS over a two-year period, there was a positive trend in math scores on the DC-CAS, with all schools averaging over nine points of growth.
- Those schools that had the highest levels of fidelity to the model showed the highest growth.
- FSS schools have shown the most consistent growth of any set of schools in the district.

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Abstract of a study conducted at RIT in 2010, provided by Darlene Slack

Comparative Analysis of the Success and Retention
of Project Lead The Way Students in STEM Programs
at Rochester Institute of Technology

Project Lead The Way is a national pre-engineering program with curriculum that, through dynamic partnerships with the nation's schools, offers a hands-on, project-based approach to learning that strives to better prepare an increasing and more diverse group of students to be successful in science, engineering, and engineering technology.

Rochester Institute of Technology (RIT), one of 35 universities affiliated with PLTW, was the first university to partner with PLTW in 1997. In addition to hosting professional development training in the PLTW curriculum for middle school and high school teachers and an annual conference for school counselors and administrators, RIT offers college credit to eligible high school students who have completed any of five PLTW high school courses. Since 2002, there have been a total of 7,703*distinct students who received college credit from RIT for PLTW courses. Of those, 446* have enrolled at RIT as a first-time, full-time freshman. (*By the paper submission date, these numbers will be updated to include two additional years of data)

This paper presents the findings of a study that compares this cohort of PLTW students to a matched set of non-PLTW students. Students for this matched set were selected from the same high schools, were initially enrolled in a STEM major, and had SAT and high school GPA scores in the same range as the PLTW cohort.

Questions examined in the study include the following: In comparison to the control group, are PLTW students more likely to (a) be retained at RIT, (b) stay with their first choice of major, (c) remain in a STEM major whether or not they remain at RIT, (d) graduate with a STEM degree? **The statistical analyses suggest that students entering RIT with PLTW credit are more likely to be retained, both in their major and overall at RIT. However, the differences in retention are most noticeable when one examines retention at six years, rather than just from the first to second year of study. The results also indicate that PLTW students are more likely to continue with their first choice of major, and more likely to remain in a STEM major regardless of whether or not they choose to remain at RIT.** On the other hand, there appears to be little or no indication that PLTW students weather the first year of study better than the matched group. Indeed, the likelihood that students will receive grades below C in their first year is the same for both cohorts.

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"Model" Schools

In Nov. 2011, PLTW announced that 16 PLTW schools across the national were designated "Model Schools". Two of the 16 were from NY—Cazenovia High School and Brooklyn Tech. Excerpts (below)from the news release explains the designation:

2010-11 Model Schools were selected based on their strength in several key categories, including a robust program implementation, excellent postsecondary relationships, outstanding communications and outreach, solid professional development and a strong level of student engagement. A group of PLTW State Leaders and Affiliate Directors from across the country then evaluated each school based on unique program attributes. Schools with the greatest overall scores were selected as Model Schools. In the case of Cazenovia High School, certain qualities set it above other applicants. Cazenovia has three retired engineers who volunteer their time to assist in the engineering courses and act as mentors to the students. It also boasts an excellent set of STEM-related graduation statistics. Forty-six percent of last year's graduating seniors chose STEM related fields in college, and 21 percent of graduates entered directly into technical and engineering related fields. Chris Hurd, PLTW instructor at Cazenovia High School, is a certified PLTW Core Training Instructor, meaning he teaches professional development courses to other teachers around the country each summer.

This year's Model Schools come in all forms, sizes, and locations. There are middle schools and junior high schools as well as high schools. Some high schools implement both of PLTW's high school curriculums, while others serve their student population with only one. Schools range in size from large to small and reside in 13 different states. Yet, they all share common characteristics: a high percentage of the overall student population engaged in PLTW courses, strong partnerships with business, industry, and post-secondary institutions that actively support the curriculum and give students added real-world experience and mentors, a robust student recruitment strategy, and a commitment to professional development.

Cazenovia High School

Students Receive Unique Experience Through Engineering Mentors

Cazenovia High School's deep connections with the local engineering community are giving students a unique experience. Three volunteer engineers mentor the students through EDD, helping them navigate the course while providing real-world feedback. In 2005, the class started an electric car racing program. Today, over 30 schools across the state come together with the electric cars they've designed and built, racing at up to 40 miles per hour.

Program Facts

PLTW Program(s) Offered: Pathway To Engineering

PLTW Student Population: 105

School Population: 480

Number of PLTW Teachers: 4

Colleges Attended by Graduates:
Rochester Institute of Technology, Rensalear Polytechnic Institute, Clarkson University, Buffalo State, Cornell University, Syracuse University

School Partnership Team:
Lockheed Martin, Saab Sensis Corporation, GHD, Pelco Component Technologies, Indiana Springs Manufacturing Co., Inc.

Cazenovia Principal is Eric Schnabel, eschnabl@caz.cnyric.org

Brooklyn Technical High School

A School Dedicated to Preparing the World's Future Engineers

Students of Brooklyn Technical High School have been focused on science, technology, engineering and math for over 80 years. With over 4,000 students participating in PLTW, students attend Brooklyn Tech specifically to prepare for careers in the STEM fields.

Program Facts

PLTW Program(s) Offered: Pathway To Engineering

PLTW Student Population: 4,073

School Population: 5,312

Number of PLTW Teachers: 32

Colleges Attended by Graduates:
Adelphi University, Albany College of Pharmacy, American University, Baruch College (CUNY), Boston University, Brandeis University, Brooklyn College (CUNY), Carnegie Mellon, University of Connecticut, Cornell, Drexel, Fordham, Hofstra, Hunter College (CUNY), Polytechnic Institute of NYU, Rochester Institute of Technology, St. John's University, University at Albany, Stony Brook University

School Partnership Team:
Brooklyn Technical High School Alumni Foundation, Rochester Institute of Technology, Pennoni Associates Inc. Consulting Engineers, Mancini Duffy, Con Edison, National Grid-Engineering Our Future

Brooklyn Tech Principal is Randy Asher, rasher@schools.nyc.gov

Impact of PLTW on Student Success
PLTW has put together information on the program's effect on student success and it can be found at http://www.pltw.org/about-us/impact (At the bottom of the page is a link to Student Outcome Fact Sheet – that is also helpful.

Evaluation of Project Lead the Way in Rockwell-Sponsored Middle Schools (Fourth Year Report)

by

John Heywood,
Professor of Economics
and
Sammis White
Professor of Urban Planning

University of Wisconsin-Milwaukee
February 8, 2011

Completed at the request of:

Lauren Baker
Coordinator, Career and Technical Education
Milwaukee Public Schools

Executive Summary

This report evaluates the impact of Project Lead the Way (PLTW) that was instituted in the fall of 2006 in three, south-side, largely Latino-populated, middle schools. Because one of those schools was closed by MPS two years ago, we substituted another middle school a bit further away to which several of the affected students transferred. This is our second year of including that school. Since the start, students' progress has been tracked to learn just what impacts PLTW has had on participant academic achievement and interest in math, science, school, and STEM careers. The study period is now four-years long. Thus, while even this evaluation cannot be considered final, we have data on 1237 PLTW middle school students, many of whom completed their third year of PLTW in 2009-10. We examined standardized tests, attendance and placements and courses taken in ninth grade. Data were also available from 595 short surveys of attitudes of PLTW students in the three schools. Data are also available on earlier PLTW cohorts who completed grade 9 and who completed grade 10.

Among the findings are the following:

- Survey responses yielded highly favorable evaluations by students of their PLTW experiences – be it PLTW rated against previous math and science classes or increased interest in math and science, more math and science classes, school, or taking more classes like PLTW.
- The gender gap (male interest greater than female interest) evident in our earlier surveys remains in this year's study.
- We again confirm a tendency for older grades simply to rate the PLTW experience lower. Importantly, this is offset by a strong tendency of greater years of exposure to PLTW to improve rankings.

An important question is whether PLTW added more value (increased standardized test scores) than did regular course work. Detailed examination was done of math, reading and science scores and year-to-year score gains, comparing PLTW students with a matching set of control students. We note that this year's matching to controls seems particularly close, as the mean characteristics between the PLTW students and control are virtually identical. Among the findings this year are the following:

- PLTW students score better than the controls in both math and reading and have insignificantly different attendance than the controls. This is the first year for which such differences have been evident.
- School matters with continued evidence that Vieux may be successful. doing better than the controls in math, reading and attendance. Nonetheless, it is Wedgewood that most outperforms the controls in math.
- The value added (change in score) estimates tend to confirm the other estimates. The PLTW students do significantly better on math. They also do modestly better on reading. The value-added gain in math is largely generated by a very large increase in scores at Wedgewood.

2

- Continuing an uneven pattern, PLTW students did no better on the eighth-grade WKCE science test. Over the years of our inquiry they have done better, worse and no different compared to the controls.
- PLTW eighth-graders are again more likely to choose a traditional PLTW high school (those of longer standing) than are the controls. PLTW eighth-graders are equally likely to choose any PLTW high school (including those newly offering the program) and are taking modestly more classes in math and science in the ninth grade than are the controls.
- The results on ninth-grade GPA show the performance of PLTW students is below that of the controls. While attrition has hurt the comparability of the controls, those students who took three years of PLTW at Audubon or Vieau appeared to do as well as the controls on GPA. This continues to suggest the importance of continued exposure to multiple years of PLTW.
- The results on tenth-grade performance on test scores, GPA and attendance, suggest the middle school PLTW students are doing no better and often worse than the controls. There remains variation by school.

This year there is particularly strong evidence that PLTW can have an impact on academic achievement in middle school. The critical point evident this year is that upon entry to middle school the controls were performing essentially the same as those in the PLTW schools. This differs from past years in which the controls were performing better. Thus, rather than highlighting how PLTW helped close an achievement gap, we isolate that PLTW helped move the middle-school students ahead of the controls in at least math and reading.

We had hoped to be able to provide value-added estimations that standardized on eighth-grade test scores. This might provide further insight into the pattern of 10th grade performance. We need additional time to link those earlier scores and will report on this, when that linking has been completed.

Conclusions

In this year's evaluation we have been struck by the close match between the middle school controls and the PLTW students. As a consequence, the students entering the PLTW schools no longer performed more poorly than did the controls. Thus, instead of PLTW helping to close a gap (especially evident in the past at Vieau), the evidence this year is that PLTW moves the students ahead of the controls in math and reading. The value-added estimates confirm this comparison. The PLTW students had larger gains than the controls in both math and reading. These test score results are combined with the usual widespread satisfaction by the students with PLTW as evidenced by the survey results.

While these broad indicators of success exist, the picture for the rising ninth graders was a bit more mixed. Their math scores continue to exceed that of the controls, but there was no difference in their science scores. This seems an unusual combination that deserves further scrutiny. The math advantage evident in the scores seems driven by a large improvement at Wedgewood (shown by the value-added estimates), but this does not carry over to their science scores. The PLTW rising ninth graders are more likely to

attend a PLTW high school (traditional definition) and are also taking somewhat more science and math classes than were the controls. Viewed in total then, the lack of an advantage in the eighth grade science scores may be the single disappointing result from this year's examination of the PLTW middle-school students.

The evidence for rising tenth graders is hampered by attrition among the controls and a resulting poor match quality. As we go forward, reconstructing our controls to match more closely may become important. Using the existing controls, we found that the GPA of the PLTW middle school students in their first year of high school (ninth grade) is significantly below that of the controls. It was most dramatically lower for those from Kosciusko who scored nearly a full grade point below the controls. While the PLTW students did generally worse, those from Audubon and Vieau whom we know had three year of PLTW did insignificantly different from the controls. The PLTW rising 10th graders took significantly fewer math and science classes in their 10th grade than did the controls. While reluctant to draw firm conclusions because of the data difficulties, we note that the finding that continuous exposure to PLTW seems to help chime in with evidence from our earlier reports.

While we were not able to undertake all of the examinations of the rising eleventh graders that we wished, we provided evidence on their performance relative to the controls. Some of the same issues regarding the match quality for the rising tenth graders are evident here as well. In general the PLTW students (who had at most two years of middle school PLTW) performed more poorly on tests and grades than did the controls. Vieau provided and exception, doing roughly as well as the controls. The evidence suggested the poorer performance was generated at the top of the score distribution rather

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than at the bottom. There were fewer PLTW students doing very well on the standardized tests.

We continue to stress that stability in PLTW pays dividends in performance. The stability may be of value both because of the increased exposure to PLTW and also because of the stability itself (the continuity of curriculum). Our efforts to find strong "alumni" effects in high school from middle school PLTW have been mixed in the past and remain so. The evidence this year may be the strongest yet that our middle school PLTW students are doing better on current math and science tests. This may reflect continued experience with the curriculum on the part of the schools and bode well for the future.

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PLTW High School Principal Receives National Honor as "Principal of the Year"
District names PLTW as factor that set principal and school apart from other candidates

TOPPENISH, Wash.- Amid an auditorium full of students, teachers, State Superintendent Randy Dorn, state legislators, and his family, Trevor Greene received one of the highest honors given to secondary educators—the 2013 MetLife/NASSP High School Principal of the Year. The Thursday morning award was a complete shock to Greene; Toppenish School District Superintendent John Cerna elected to schedule a surprise assembly to present the award after receiving notification from MetLife/NASSP three weeks ago. Greene will be honored at a black tie gala in Washington, D.C., on September 21 to kick off National Principals Month.

Greene has been principal of Toppenish High School, a school nestled in rural Washington in the heart of the Yakima Nation, since 2009. Since taking the helm, he has transformed the school culture into one that expects success, expanding academic opportunities for his students, many of whom had never been expected to succeed, let alone graduate. He added rigorous courses, including 27 Project Lead The Way (PLTW) engineering and biomedical science classes, a Microsoft IT Academy class, and a robotics class. To give students an opportunity to pursue postsecondary education, he made it possible for them to earn 30 college credits by the time they graduate from high school. He also made parental and community involvement a priority, reaching out to the migrant families and the Yakima Nation on the very reservation where he grew up.

"We are defying the odds," said Toppenish Superintendent John Cerna. "A migrant population, high minority (96%), high poverty (99%). We have all the reasons we shouldn't be successful. Now we have kids who are going on to be engineers and going to universities."

Cerna credits Toppenish High School's PLTW program with this success. Since its beginning, participation in PLTW courses has skyrocketed, the school's dropout rate decreased, and state science scores increased by 67% over a three-year period.

"Our STEM program is bar none, one of the best in the nation," Cerna said. "And that is because of the way it was done. We started small, the year after Trevor became principal. He got behind it right away. He's carried it out, moved it forward. That's a huge feather in his cap. I truly believe that's why he's won this award. Our PLTW program is what sets us, and him, apart from other high schools."

In a joint release from MetLife and NASSP, leaders applauded Greene for his dedication and success.

"Trevor Greene played a central role in helping Toppenish achieve significant and sustained improvement among students who are affected by poverty and its associated issues," said NASSP Executive Director JoAnn Bartoletti. "Trevor's relentless effort to increase rigor and provide opportunities for all students, regardless of socio-economic status, ensures a personalized learning environment where every student feels valued."

Continued MetLife Vice President Derrick Kelson: "We applaud Trevor for his leadership in engaging the teachers, parents, and all stakeholders in the transformation of Toppenish High School. His efforts empower students to fulfill their potential and create a brighter future for the community."

The national principal of the year search began in early 2012 as each state principals association selected its state principal of the year. From this pool of state award winners, a panel of judges selected three middle level and three high school finalists. Greene and Laurie Barron, the national middle level winner, were then selected. Greene and Barron will each receive a grant of $5,000, which must be used to improve school learning (e.g. a special school project or professional development).

The MetLife/NASSP National Principal of the Year Program acknowledges outstanding school leadership and the crucial role of principals as leaders and individuals who go above and beyond to make their schools the best they can be for students, teachers, and communities. For more information about the program and winners, please visit www.nassp.org/poy.

<center>###</center>

About PLTW

Project Lead The Way (PLTW) is the leading provider of rigorous and innovative STEM (science, technology, engineering and math) education curricular programs used in schools. As a 501(c)(3) charitable organization, PLTW exists to prepare students for the global economy through world-class curriculum, high quality professional development, and an engaged network of educators, students, universities and professionals. PLTW's comprehensive curriculum has been collaboratively designed by PLTW teachers, university educators, engineering and biomedical professionals, and school administrators to promote critical thinking, creativity, innovation and real-world problem solving skills in students. The hands-on, project-based program engages students on multiple levels, exposes them to areas of study that they typically do not pursue, and provides them with a foundation and proven path to college and career success. More than 4,700 schools in all 50 states and the District of Columbia are currently offering PLTW courses to their students. For more information, visit www.pltw.org.

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Narrative Attachment II Ga:

School Organizational Chart

IIGa Organizational Chart for HW Smith K-8 School

OSTI Community Outreach Coordinator

CBO Partner(s) for Extended Learning Time Support

Teaching Artists and Youth Development Specialists

Non-Certified Staff: (includes custodian, secretary, cafeteria worker, nurse, sentry)

Director of Achievement Zone

Principal of HW Smith School

Assistant Principals (2)

Instructional Coaches (ELA and Math)

Teachers (includes core content, special education and ESL)

Teaching Assistants

Certified Support Staff (includes social worker, counselor, library media specialist, etc.)

OSTI Director of Operations

External Partners for Tech Assistance and Support

School Leadership Team: Includes Principal, Asst. Principal and representation from instructional coaches, grade-level and content-area teachers, union, parents and community

Narrative Attachment II Gb:

Proposed APPR Implementation Timeline

II G. b - Proposed APPR Implementation Timeline for 2014-2015

Task	Tenured	Non-Tenured
Exchange Conference	By September 30, 2014	By September 30, 2014
Observation Process Begins	By October 1, 2014	By October 1, 2014
First Observation	By December 31, 2014	By December 31, 2014
Second Observation	By January 31, 2015	By January 31, 2015
Third Observation	N/A	By March 15, 2015
Last Observation	By May 15, 2015	By April 15, 2015

Narrative Attachment II Ia:

Implementation Period School-Level Training, Support and PD Chart

	School-Level Plan for Training, Support and Professional Development*				
Proposed Dates	Planned Training Initiative and Description	Agent/Organization Responsible for Delivery	Desired Measurable Outcomes of Training	Method of Analyzing and Reporting Outcomes	Rationale/Why Training is Critical to SIG Plan
Sept 2014 – June 2015	**Data Meetings and Debriefing –** ANet will co-facilitate data meetings with the leadership team, gradually releasing facilitation solely to the school leaders as the year progresses. ANet will coach leaders on how to manage staff to follow through on re-teaching plans and align classroom observations to data.	Achievement Network, Office of Teaching and Learning, Office of Shared	• Leaders will become strong facilitators at data meetings and will be able to follow to manage staff to follow through on re-teaching plans	• Classroom observations will reflect teachers re-teaching plan	Strengthening leaders' skills of facilitating data meetings and managing staff to ensure they follow re-teaching plans will improve instruction
Sept. 2014-June 2015	**6-8 Middle Level Math-** Administrators, Math Coach and teachers will : • Learn about and develop strategies' related to the five key practices in teaching and learning in mathematics • Reasoning • Discourse • Representations • Procedural Fluency • Conceptual Understanding • Application • CCLS Focus Area (Ratios and Proportional Reasoning)	Institute for Learning, SCSD Supervisor of Mathematics	• Analyze data from multiple sources to identify student needs, set instructional goals, and determine flexible grouping • Select appropriate priority skills and program components to meet student needs • Anticipate student misconceptions and develop a plan to address misconceptions Use a gradual-release model that includes consultant demonstration, structured and guided practice through co-teaching, independent practice, and reflective	Summary Reports will be provided by IFL consultants at the conclusion of coaching cycle.	Providing a model for effective implementation allows teachers to deepen their understanding of program components and effective instructional practices. Teachers and administrators who have a deeper understanding of the cognitive demand needed to achieve standards based education .

			feedback		Providing a model for effective implementation allows teachers to deepen their understanding of program components and effective instructional practices.
Sept. 2014-June 2015	**K-4 Science** Teachers and Administrators will receive feedback on implementation of inquiry based science instruction	Syracuse University- Dr. Sharon Dotger SCSD Teaching and Learning Science Supervisor	• Analyze data from multiple sources to identify student needs, set instructional goals, and determine flexible grouping • Select appropriate priority skills and program components to meet student needs • Anticipate student misconceptions and develop a plan to address misconceptions Use a gradual-release model that includes consultant demonstration, structured and guided practice through co-teaching, independent practice, and reflective feedback	Summary Reports will be provided by Syracuse University – Dr. Sharon Dotger and graduate students at the conclusion of coaching cycle.	
Sept. 2014-June 2015 Job-embedded Coaching	**K-2 Mathematics** · Reasoning • Discourse • Representations • Procedural Fluency • Conceptual Understanding • Application • CCLS Focus Area (Number and Operations – Base Ten)	SCSD content coordinators and Mathematic Coaches	Increased student achievement on the following metrics: • AIMSweb probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create)	• Quarterly reporting of data and progress to SCSD Senior Leadership Team	This professional development is aligned to the instructional shifts outlined in the CCSS for Mathematics. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.

Sept. 2014-June 2015 Job-embedded Coaching	**Math 3-5** • Reasoning • Discourse • Representations • Procedural Fluency • Conceptual Understanding • Application • CCLS Focus Area (Number and Operations – Fractions)	SCSD Math Supervisor and Mathematics Coaches	Increased student achievement on the following metrics: • AIMSweb probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys	• Quarterly reporting of data and progress to SCSD Senior Leadership Team	This professional development is aligned to the instructional shifts outlined in the CCSS for Mathematics. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.
Sept. 2014-June 2015 Job-embedded Coaching	**ELA K-2** • Foundations of Reading • Writing • Reading Comprehension Across Genre • Classrooms Routines and Rituals: anchor charts, conversation, participation techniques	SCSD ELA Supervisor and Literacy Coaches	Increased student achievement on the following metrics: • AIMSweb probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys	• Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer	These professional development sessions are aligned to the instructional shifts outlined in the CCSS for English Language Arts. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.
Sept. 2014-June 2015	**ELA 3-5** • Foundations of Reading • Writing	SCSD ELA Supervisor and Literacy Coaches	Increased student achievement on the following metrics:	• Quarterly reporting of data and progress to SCSD Senior Leadership Team	These professional development sessions are

SCSD, 1003(g) School Improvement Grant, 2014-2017, School-Level Implementation Period Chart, HW Smith K-8 School

Job-embedded Coaching	• Reading Comprehension Across Genre • Classrooms Routines and Rituals: anchor charts, conversation, participation techniques	and Chief Academic Officer	• AIMSweb probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys	aligned to the instructional shifts outlined in the CCSS for English Language Arts. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.
Sept. 2014-June 2015 Job-embedded Coaching	**Social Studies K-5** Social Studies at the Core Social Studies Top Strategies Social Studies Alive (K-3) Educators will have the opportunity to plan in-depth units and daily lesson plans that reflect the SCSD Social Studies	Social Studies Content Supervisor and Instruction DBQ Project Coach	• Educators need to present this action research project to their colleagues participating in these courses as well as key exemplars as observed in both the collection of artifacts and in practice and collected by the SS Supervisor • Teachers will demonstrate through effective planning students' opportunities to practice and master skills required by the CCLS and apply to prior learning.	**Academic rigor in SCSD is characterized by a clear understanding of and focus on the core knowledge of each discipline, uses best practices to challenge mental effort appropriate to mastery of the core knowledge**
Sept. 2014-June 2015 Job-embedded Coaching	**Sheltered Instruction Observation Protocol-SIOP** A research based model of instruction that is an effective approach for teaching both academic language and content to ELLs that can increase English learners' chances of success in school.	Director of ELL ESL Support Teacher	• Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer with specific sub-group reports for ELLs Increased student achievement on the following metrics: • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results Increased teacher scores on	SIOP is a well-articulated, practical model of instruction that facilitates high-quality instruction for English Language Learners in the general education and mainstream

			Metrics	Monitoring	Rationale
			the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create)	• Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer with specific sub-group reports for Special Education students	classroom. Increased differentiation in instructional practice ensures that classroom tasks and experiences are appropriate for all learners.
Sept. 2014-June 2015 Job-embedded Coaching	**Explicit Instruction for Differentiation** This workshop will include defining and identifying characteristics of Specially Designed Instruction (SDI) and Explicit Instruction (EI) as it applies to diverse and struggling learners. Participants will learn components and techniques of SDI and EI, watch demonstrations, and participate in activities in order to learn how to deliver instruction to meet the unique needs of students with disabilities and to ensure access to the general curriculum.	SE-SIS staff	Increased student achievement on the following metrics: • AIMSweb probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create)		
Sept. 2014-June 2015 Job-embedded Coaching	**ELA 6-8** • Writing • Reading Comprehension Across Genre • Classrooms Routines and Rituals: anchor charts, conversation, participation techniques • Ramp Up to Literacy (RUL) Training *Not all teachers only the teachers who are teaching RUL*	SCSD ELA Supervisor and Literacy Coaches	Increased student achievement on the following metrics: • AIMSweb probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results Increased teacher scores on the following metrics: • Teaching and Learning	• Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer	These professional development sessions are aligned to the instructional shifts outlined in the CCSS for English Language Arts. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions

Timeframe	Strategy/Action	Responsible	Indicators	Evidence	Rationale
					and rigor of the CCSS.
June 2014 - August 2015	**Targeted Professional Development for Teachers:** • **Clarify the instructional priorities for the year** • **Increase teachers' capacity in high impact instructional strategies** • **Increase teachers' capacity in ELA and Math content areas** • **Analyze student data and determine action steps for improving student performance in their school** • **Teachers will be grouped by grade bands, in subject groups and/or according to capacity levels (to be determined or self-identified).**	Insight Education Group; Office of Teaching and Learning; Executive Directors	• Implement program priorities and non-negotiables (80% implementation) • Create and implement more effective instructional plans • Track and monitor implementation progress monthly • Deeper understanding of the ELA and Math content standards	Weekly Update Reports to be provided on all coaching, professional development or other support.	Targeted summer professional development and support for classroom teachers by consultants will ensure effective program implementation across classrooms and the cohort of schools from the start of the year. The professional development will increase teachers' capacity to provide effective classroom instruction.
September 2014 – June 2015	**Ongoing Virtual Coaching for Teachers:** • **Clarify the instructional priorities for the year** • **Increase teachers' capacity in high impact instructional strategies** • **Increase teachers' capacity in ELA and Math content areas** • **Classroom instruction is recorded, reviewed by an outside observer and feedback is provided virtually.** • **Feedback is based on the** Framework and Rubric Components (Teach and Create) • Tripod Student Surveys	Insight Education Group; Office of Teaching and Learning;	• Implement program priorities and non-negotiables (80% implementation) • Track and monitor implementation progress monthly • Deeper understanding of the ELA and Math content standards • Increased written feedback provided to teachers	Weekly Update Reports to be provided on all coaching, professional development or other support.	Ongoing virtual coaching and feedback for classroom teachers from consultants will ensure effective program implementation across classrooms and the cohort of schools. Virtual coaching provides teachers with more frequent feedback

Timeframe	Responsible Parties	Action Steps	Reports	Outcomes
		Teaching and Learning Framework. • Feedback is provided to the instructional coaches for greater consistency and coordination of teacher support.		on their classroom instruction.
July 2014 - June 2015	Insight Education Group; Executive Directors; Office of Teaching and Learning;	Job-Embedded Support for Administrators and Coaches • Administrators, coaches, and consultants will set priorities and determine outcomes for the professional development activities each month and week. • Upon the completion of the coaching visits, the team will debrief to determine the attainment of outcomes, adjustments to professional development priorities, and areas for follow up between visits. • Leadership coaching and/or professional development activities will occur twice each month.	Weekly Update Reports to be provided on all coaching, professional development or other support.	• Create and communicate the Implementation Plan for comprehensive and year-long support. • Establish and communicate program priorities and "non-negotiables" to be implemented in each school. • Implement program priorities and non-negotiables (80% implementation) • Provide monthly targeted instructional feedback relative to program implementation and instructional delivery • Track and monitor implementation progress monthly. • Develop monthly action steps for continuous improvement based on data analysis.	Ongoing communication between building administrators, instructional coaches, and consultants will help to ensure consistent program implementation throughout each individual school and across the cohort of targeted schools.
September 2014 - June 2015	Insight Education Group; Office of Teaching and Learning; Executive Directors	Instructional Leadership Coaching: • Co-conducting classroom walkthroughs • Debriefing classroom walkthroughs and observations to identifying instructional priorities and improvement action steps for	Weekly Update Reports to be provided on all coaching, professional development or other support.	• Implement program priorities and non-negotiables (80% implementation) • Provide monthly targeted instructional feedback relative to program implementation and instructional delivery • Track and monitor	Ongoing professional development and support for school administrators by consultants will serve to ensure consistent program implementation

	Activities	Responsible		Monitoring	Outcome
	administrators and instructional coaches • Providing quality feedback to teachers • Co-conducting and debriefing teacher feedback sessions • Analyzing student and teacher data, and planning actions steps for improvement			implementation progress monthly		across classrooms and the cohort of schools. In addition, the professional development will increase administrators' capacity to provide effective feedback on classroom instruction.
September 2014 – June 2015	**Targeted training for instructional coaches:** • **Developing coaches' skills as facilitators of the coaching cycle** • **Coaching coaches in effectively facilitating collaborative team meetings** • **Coaching coaches in effectively facilitating instructional planning for diverse learners** • **Developing coaches' capacity to collect and analyze student performance data (including assessments, exit tickets, checks for understanding and student work samples)** • **Co-conducting and debriefing teacher feedback sessions**	Insight Education Group; Office of Teaching and Learning; Executive Directors		• Implement program priorities and non-negotiables (80% implementation) • Provide monthly targeted instructional feedback relative to program implementation and instructional delivery • Track and monitor implementation progress monthly • Deeper understanding of the coaching cycle • Coaching plans for teachers and teacher teams	Weekly Update Reports to be provided on all coaching, professional development or other support.	Ongoing professional development and support for instructional coaches by consultants will ensure consistent program implementation across classrooms and the cohort of schools. The professional development will increase coaches' capacity to provide effective feedback on classroom instruction and to support teacher growth.

* Should be job-embedded, school-specific and linked to student instructional and support data, as well as teacher observation and interim benchmark data

Narrative Attachments: Additional Documents

Job Descriptions

DRAFT

2/26/14

Director of Achievement Zone

The Syracuse City School District is undergoing a new phase of innovation and transformation with the goal of ensuring that all students graduate from high school with the skills needed to be ready for college and career. For Syracuse, all means all – including students who fall behind or have been considered "hard to serve" for a host of reasons. The School Board and Syracuse community have charged Superintendent Sharon Contreras with improving student achievement, and she is seeking a dedicated leadership team to partner with her in moving the district toward its goals. The Syracuse City School District represents 31 schools and 4 alternative education programs, serving 19,961 students K-12, of whom 84% qualify for free or reduced price lunch, 21% are served by the Office of Special Education, and 72% are students of color.

JOB DESCRIPTION:
The Director of the Achievement Zone will have direct oversight and responsibility for five priority schools. This position will directly collaborate with the recently created Office of School Turnaround and Innovation. The Achievement Zone will support schools through a design and delivery of innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. Reporting directly to the Chief Academic Officer, the Director of Achievement Zone will be tasked with reforming these five priority schools consistent with their respective school reform plans while assisting the OSTI in its overall strategic direction.

REPORTS TO: Chief Academic Officer

DUTIES AND RESPONSIBILITIES:

The Director of Achievement Zone will be responsible for accomplishing the following:

School Supervision, Management and Development
- Develop and guide principals and leadership teams in their role as instructional leaders and managers.
- Provide leadershp, training, and guidance for both principals and Lead Partner staff in Change Management Principles.
- Provide scalable instructional program leaderhsip to principals with specific responsibility panning, development, implementation, assessment and improvement across all five priority schools.
- Support principals to ensure high quality implementation of the schools' educational design, including standards, assessments, instructional guidelines and school culture.
- Assist principals in monitoring and evaluating effectiveness of programs as well as identifying and acquiring appropriate program resources to ensure that curricula are student-focused and aligned with the schools mission, core values, academic standards and strategic goals.
- Monitor school improvement plans and initiatives designed to reform priority schools.
- Collaborate with the OSTI to ensure consistent and effective priority school oversight.

Curricular and Instructional Leadership
- Provide leadership and support in adopting reserach-proven, standards-baed instructional practices.
- Drive alignment throughout priority schools.
- Support principals in creating coherency in instructional practice/routines within schools.
- Facilitate establishment of communities of practice among all principals and teachers in the aZone.
- Work with principals to interpret data and create action plans for school improvement.
- Assist principals in planning and training for data-driven instruction.
- Guide in developing the instructional practice and expertise of future school leaders in the aZone.

School Culture
- In partnership with the principals, ensure that each school develops and maintains positive, engaging culture of excellence and college-focus.
- Support principals in creating coherency in culture and routines within the school.
- Provide leadership in creating and maintaining a common language and common standards throughout the school.
- Work with the principal to field all questions and concerns from key stakeholders.

Effective execution of other responsibilities as determined by the Chief Academic Officer

EDUCATIONAL AND PROFESSIONAL QUALIFICATIONS:
- Master's degree from an accredited college or university (doctorate preferred) in educational administration or school supervision.
- Minimum of ten years of work experience, with a strong preference for emphasis on student achievement and demonstrated success implementing alternative learning models in K-12 educational settings.
- Strong working knowledge of the national K-12 landscape, specifically with respect to measuring school effectiveness and how to deploy the various models used to achieve academic excellence.
- Belief in the District's mission and educational model
- Focused on results – committed to achieving team goals and supporting the network to achieve the gap-closing results we promise our scholars and families
- Collaborative mindset with the ability to partner transparently with a dynamic leadership team
- Experience managing change in large, complex environments with multiple stakeholders and a wide array of divergent points of view.
- Proven leadership skills with the ability to attract, develop, and inspire a high-functioning team
- Strong critical thinking skills and the ability to select, develop and/or implement useful resources to drive improved educational outcomes.
- Strong writing, communication and presentation skills, with an ability to motivate and inspire a diverse set of stakeholders toward a common goal.
- Exceptional interpersonal skills with demonstrated success in navigating complex environments while building and maintaining relationships, particularly in a time of growth and change.
- Professional maturity with the ability to manage multiple competing priorities, while consistently demonstrating sound judgment, disciplined thinking, personal commitment and integrity.
- Ability to be visionary and strategic is essential.

CERTIFICATE REQUIREMENTS:
- Certificate of Advanced Study (CAS) from an accredited College or University;
- New York State Certificate in Education Administration (School District Administrator or School District Leader).

Syracuse City

Office Talent Management
725 Harrison Street • Syracuse, NY 13210

Position Openings

School District

DRAFT JOB DESCRIPTION

2/26/14

Director of Operations
Office of School Transformation and Innovation

The Syracuse City School District is undergoing a new phase of innovation and transformation with the goal of ensuring that all students graduate high school with the skills needed to be ready for college and career. For Syracuse, all means all – including students who fall behind or have been considered "hard to serve" for a host of reasons. The School Board and Syracuse community have charged Superintendent Sharon Contreras with improving student achievement, and she is seeking a dedicated leadership team to partner with her in moving the district toward its goals. The Syracuse City School District represents 31 schools and 4 alternative education programs, serving 21,030 students Pre-K-12, of whom 80% qualify for free or reduced price lunch, 20% are served by the Office of Special Education, and 74% are students of color.

JOB DESCRIPTION:
The district is committed to ensuring that there is an effective school leader at the helm of every school and a high quality teacher in every classroom. OSTI leaders provide transformational leadership to planning and managing one of the district's Innovation and Achievement Zone schools. Under the direction of the Executive Director of Turnaround, the Director of Operations is responsible for organizing and synchronizing the activities and daily processes of various functions of the Office of School Transformation and Innovation (OSTI) and Achievement Zone schools including: building and maintaining iZone and aZone infrastructure, coordinating application of school-based initiatives, identifying and scaling organizational best practices, overseeing project-performance monitoring, sustaining organizational growth; other additional administrative tasks assigned by the Executive Director of School Turnaround.

REPORTS TO: Executive Director of School Turnaround

DUTIES AND RESPONSIBILITIES:

The Director of Operations will be expected to fulfill the following responsibilities:

- Assist and advise iZone and aZone leadership with implementation of school-based initiatives
- Develop, streamline, implement, and sustain best practices across iZone and aZone schools that drive efficiency, maximize resources and support a stable and cost-effective operating infrastructure
- Facilitate collaboration between separate functions of the OSTI
- Liaise between iZone and aZone schools and OSTI management to ensure smooth operations delivery
- Evaluate current operational performance and provide strategic plan for school-based improvements to meet iZone and aZone goals
- Identify problems in operations process and resolve them quickly and in a timely manner
- Assist in coordinating and managing project tasks to ensure project quality delivery
- Maintain clear and accurate operations documents/procedures

The Director will be expected to perform additional related duties as required.

EDUCATIONAL AND PROFESSIONAL QUALIFICATIONS:

- Master's Degree required
- Experience in operations and/or project management highly preferred
- Proficient use of Microsoft Word, Access, Excel and desktop publishing programs
- Strategic, analytical thinker who can translate and implement strategies into well-defined and operationally efficient practices in a highly collaborative and complex changing environment.
- Ability to form connections between different key components/functions of an organization and inform tactical executive decisions
- Strong problem-solving skills, especially in moments of urgency
- Passion for high-paced work of school turnaround and commitment to student achievement
- Must be able to meet deadlines, multi-task in a cross-functional environment, and interact with all levels of iZone and aZone personnel
- Excellent oral and written communication skills and presentation skills

CERTIFICATE REQUIREMENTS:

- Certificate of Advanced Study (CAS) from an accredited College or University;

- New York State Certificate in Education Administration (School District Administrator or School District Leader).

Community Outreach Coordinator
Office of School Transformation and Innovation

The Syracuse City School District is undergoing a new phase of innovation and transformation with the goal of ensuring that all students graduate high school with the skills needed to be ready for college and career. For Syracuse, all means all – including students who fall behind or have been considered "hard to serve" for a host of reasons. The School Board and Syracuse community have charged Superintendent Sharon Contreras with improving student achievement, and she is seeking a dedicated leadership team to partner with her in moving the district toward its goals. The Syracuse City School District represents 30 schools and 4 alternative education programs, serving more than 21,000 students Pre-K-12, of whom 80% qualify for free or reduced price lunch, 20% are served by the Office of Pre-Special Education, and 74% are students of color.

JOB DESCRIPTION:
Under the direction of the Executive Director of School Turnaround, the Community Outreach Coordinator is responsible across all Innovation and Achievement Zone (iZone and aZone) schools for: overseeing all aspects of volunteer participation, including recruitment, training, supervision, and scheduling; special event planning, coordination, organization and promotion; public relations development through community education, involvement and support; other ad hoc administrative tasks assigned by the Executive Director of School Turnaround.

REPORTS TO: Executive Director of School Turnaround

DUTIES AND RESPONSIBILITIES:

The OSTI Community Outreach Coordinator will be expected to fulfill the following responsibilities:

- Developing and maintaining parent partnership network for iZone and aZone parents
- Engaging key community stakeholders
- Contacting a broad spectrum of community members and organization to establish a strong support coalition for the iZone and aZone
- Providing public presentations and demonstrations to iZone and aZone community, district office and support groups
- Attending and/or presenting to potential iZone and aZone partners and sponsors
- Responsible for all stages of event planning and execution
- Creating and managing a map of community assets

EDUCATIONAL AND PROFESSIONAL QUALIFICATIONS:

- BA/BS degree preferred
- Experience in special event development and promotion
- Experience in staff/volunteer management and supervision

- Commitment to and familiarity with the community
- Proficient use of Microsoft Word, Access, Excel and desktop publishing programs
- Passion for high-paced work of school turnaround and commitment to student achievement
- Highly collegial – able to work positively and productively with colleagues at all levels. Able to build enthusiasm, cooperation and support for programs and activities within and outside the organization
- Must be able to meet deadlines, multi-task in a cross-functional environment, and interact with all levels of personnel
- Exposure to sensitive information will necessitate the use of tact, diplomacy, discretion and judgment
- Excellent oral and written communication skills and presentation skills

Syracuse City

Syracuse City School District
725 Harrison Street • Syracuse, NY 13210

School District

DRAFT JOB DESCRIPTION

2/26/14

PRINCIPAL, Achievement Zone School(s)

The Syracuse City School District is undergoing a new phase of innovation and transformation with the goal of ensuring that all students graduate high school with the skills needed to be ready for college and career. For Syracuse, all means all – including students who fall behind or have been considered "hard to serve" for a host of reasons. The School Board and Syracuse community have charged Superintendent Sharon Contreras with improving student achievement, and she is seeking a dedicated leadership team to partner with her in moving the district toward its goals. The Syracuse City School District represents 30 schools and 4 alternative education programs, serving more than 21,000 students Pre-K-12, of whom 80% qualify for free or reduced price lunch, 20% are served by the Office of Pre-Special Education, and 74% are students of color.

JOB DESCRIPTION:
The district is committed to ensuring that there is an effective school leader at the helm of every school and a high quality teacher in every classroom. Achievement Zone principals provide transformational leadership to planning and managing one of the district's Achievement Zone schools. This includes: implementing a school improvement model which focuses on high student achievement; building a positive school climate that supports the whole student; leveraging research and data to drive instructional practice; and building a high-performing staff and leadership team to achieve the school's vision and goals. The Achievement Zone principal will collaborate with parents, community members, the SCSD central office, consultants, as well as other internal/external resources and stakeholders to implement new educational programs, capital improvements, systems reform, tools and other resources to accelerate student achievement.

REPORTS TO: Director of Achievement Zone

DUTIES AND RESPONSIBILITIES:

The Achievement Zone School Principal will be expected to fulfill the following responsibilities:

Results Orientation
- Promote a widely shared institutional belief that every child deserves and can have expert instruction and that all team members must be advocates for students
- Set high performance goals for self and others despite instability and obstacles to success
- Create a sense of urgency and take immediate action to ensure early successes
- Establish and enforce high standards for excellence with students, teachers, staff, and other stakeholders
- Align school resources and prioritize activities to achieve maximum results based on vision and goals
- Relentlessly focus school activities on student achievement

Action Orientation
- Effectively plan and take action to achieve goals and objectives without direction
- Consistently identify potential issues and obstacles and proactively take action to create and implement solutions
- Formulate and execute on action plans despite ambiguity, obstacles or resistance

Impact and Influence
- Establish a culture of learning and achievement
- Act consistently to influence others' thinking and behavior to achieve results
- Communicate a clear vision of success and benefits to engage all stakeholders (e.g. families, students, teachers, community members)
- Identify and engage stakeholders to drive consensus, build trust and facilitate change
- Anticipate and respond to stakeholder concerns and identify and engage key influencers and community resources necessary for success
- Influence others to take action and demand change

Develop and Lead High Performing Teams
- Effectively build and organize adult teams to mirror vision and produce maximum results
- Understand strengths and areas of growth for both team and individuals
- Effectively delegate to others and engage team in shared decision-making when appropriate
- Encourage learning and consistently provide instruction, expectations, feedback and other developmental activities to encourage leadership and build capacity
- Consistently inspire excellence and promote high morale

Strategic Planning and Problem Solving
- Quickly recognize patterns and trends related to school performance
- Analyze complex information to formulate strategic vision and develop action plans
- Identify appropriate metrics and use qualitative and quantitative data to assess performance and drive goals and decision-making.
- Recognize cause and effect between instructional activities and results
- Develop right balance of strategic and tactical plans to achieve immediate success while maintaining long-term vision
- Develop effective processes to achieve desired results

The Principal will be expected to perform additional related duties as required.

EDUCATIONAL AND PROFESSIONAL QUALIFICATIONS:
- Possession of a Master's Degree in Educational Leadership or related field
- Proven success leading and turning around chronically low-achieving schools
- Minimum of three years administrative experience in education
- Adaptable to the complexities of the urban school environment
- Strong belief that all students can learn at high levels and focus on building this culture school-wide
- Proven experience leading urban schools to accelerate student academic and learning performance
- Establishes a safe school culture that is conducive to student needs and student learning
- Familiar with school-level best practices to build and sustain change
- Deep knowledge of current trends and best practices in education policy and research, including comprehensive assessment systems and data-driven instruction
- Experienced in successful design and delivery of educator professional development
- Proven success in conducting rigorous evaluations of educator and school staff performance
- Proven experience managing school budgets and finance

CERTIFICATE REQUIREMENTS:
- Certificate of Advanced Study (CAS) from an accredited College or University;
- New York State Certificate in Education Administration (School District Administrator or School District Leader).

The Syracuse City School District is an Equal Opportunity Employer.
For more information about SCSD, please visit our website at *www.syracusecityschools.com*

Syracuse City School District

725 Harrison Street • Syracuse, NY 13210

2/26/14

ASSISTANT PRINCIPAL, Achievement Zone School(s)

The Syracuse City School District is undergoing a new phase of innovation and transformation with the goal of ensuring that all students graduate high school with the skills needed to be ready for college and career. For Syracuse, all means all – including students who fall behind or have been considered "hard to serve" for a host of reasons. The School Board and Syracuse community have charged Superintendent Sharon Contreras with improving student achievement, and she is seeking a dedicated leadership team to partner with her in moving the district toward its goals. The Syracuse City School District represents 30 schools and 4 alternative education programs, serving more than 21,000 students Pre-K-12, of whom 80% qualify for free or reduced price lunch, 20% are served by the Office of Pre-Special Education, and 74% are students of color.

JOB DESCRIPTION:
The district is committed to ensuring that there is an effective school leadership at the helm of every school and a high quality teacher in every classroom. Achievement Zone assistant principals provide transformational leadership to planning and managing one of the district's Achievement Zone schools. This includes: assisting in implementing a school improvement model which focuses on high student achievement; building a positive school climate that supports the whole student; leveraging research and data to drive instructional practice; and building a high-performing staff to achieve the school's vision and goals. The Achievement Zone Assistant Principal will collaborate with parents, community members, the SCSD central office, consultants, as well as other internal/external resources and stakeholders to implement new educational programs, school culture, systems reform, tools and other resources to accelerate student achievement.

REPORTS TO: Principal, Achievement Zone

DUTIES AND RESPONSIBILITIES:

The Achievement Zone School Assistant Principal will be expected to fulfill the following responsibilities:

Results Orientation
- Promote a widely shared institutional belief that every child deserves and can have expert instruction and that all team members must be advocates for students
- Set high performance goals for self and others despite instability and obstacles to success
- Establish and enforce high standards for excellence with students, teachers, and staff
- Relentlessly focus school activities on student achievement
- Promote a widely shared institutional belief that every child deserves and can have expert instruction and that it is their responsibility to help ensure this practice
- Assist in creating a sense of urgency and in taking immediate action to ensure early successes

Action Orientation
- Effectively plan and take action to achieve goals and objectives under the direction of the principal
- Consistently identify potential issues and obstacles and proactively take action to create and implement solutions
- Formulate and execute on action plans despite ambiguity, obstacles or resistance

Impact and Influence
- Identify and engage teachers to drive consensus, build trust and facilitate change
- Establish a culture of learning and achievement
- Act consistently to influence others' thinking and behavior to achieve results
- Assist in anticipating and responding to stakeholder concerns and identify and engage key influencers and community resources necessary for success

Lead High Performing Teams and Develop and Execute Rigorous, Standards-Aligned Instruction
- Know and execute teaching and learning best practices, including involving different modalities and engaging a variety of students
- Coach teachers on recognizing cause and effect between instructional activities and results
- Effectively organize adult teams to mirror vision and produce maximum results
- Understand strengths and areas of growth for both team and individuals
- Effectively engage team in shared decision-making when appropriate
- Encourage learning and consistently provide instruction, expectations, feedback and other developmental activities to encourage leadership and build capacity
- Consistently inspire excellence and promote high morale and a positive school culture

Strategic Planning and Problem Solving
- Quickly recognize patterns and trends related to school performance
- Analyze complex information to help formulate strategic vision and implement action plans
- Use qualitative and quantitative data to help in assessing performance and to help drive goals and decision-making
- Quickly recognize patterns and trends related to student academic performance and be able to develop this skill in teachers

The Assistant Principal will be expected to perform additional related duties as required.

EDUCATIONAL AND PROFESSIONAL QUALIFICATIONS:
- Possession of a Master's Degree or Certification in Educational Leadership or related field
- Proven success in assisting in the turnaround of chronically low-achieving schools
- Minimum 3 years of teaching experience in an urban district
- Adaptable to the complexities of the urban school environment
- Strong belief that all students can learn at high levels and focus on building this culture school-wide
- Proven experience in teaching in urban schools to accelerate student academic and learning performance
- Demonstrated success establishing a safe and positive school and/or classroom culture that is conducive to student needs and student learning
- Familiar with classroom and/or school level best practices to build and sustain change
- Knowledge of current trends and best practices in education policy and research, including comprehensive assessment systems and data-driven instruction
- Experience participating in successful design and delivery of educator professional development
- Demonstrated success in school leadership activities (student activities, department head, etc.)

CERTIFICATE REQUIREMENTS:
- Certificate of Advanced Study (CAS) from an accredited College or University;
- New York State Certificate in Education Administration (School District Administrator or School District Leader).

Literacy Instructional Coach - Elementary

The Syracuse City School District (SCSD) is undergoing a new phase of innovation and transformation with the goal of ensuring that all students graduate high school with the skills needed to be ready for college and career. For Syracuse, all means all – including students who fall behind or have been considered "hard to serve" for a host of reasons.

JOB DESCRIPTION:

The Literacy Instructional Coach will provide instructional support and coaching to SCSD teachers as they work to implement the Common Core State Standards and district curriculum. The primary role of the literacy coach is to work with teachers to support best practices in using data, provide analysis of school-wide trends in instruction and make recommendations about potential next steps to address areas of need. As an advisor to teachers and principals, the literacy coach is responsible for providing support in designing of units and lessons, content knowledge in literacy, analyzing data in order to modify curriculum and forms of assessment and sharing of best practices.

REPORTS TO:

Supervisor of English Language Arts

DUTIES AND RESPONSIBILITIES:

- Provide comprehensive instructional coaching in literacy.
- Collaborate with teachers and provide specific strategies for improved instructional delivery.
- Serve as a resource in identifying appropriate research-based instructional strategies and interventions to improve literacy achievement for Pre-K – 6 students. Specific emphasis will be placed on appropriate strategies for improving the academic achievement of English Language Learners (ELLs), students with disabilities, and struggling readers.
- Support teachers by providing feedback on lessons and assessments that align with the Common Core State Standards and the Syracuse City School District curriculum.
- Provide professional development and materials to support elementary teachers.
- Serve as a coach to teachers by providing expert advice on improving and enhancing individual lessons and units based on ongoing analysis. This will include, but is not limited to:
  1. Reviewing lesson plans, unit plans and assessments
  2. Understanding the District scope and sequence
  3. Observing classroom instruction and offering comprehensive analysis and feedback
  4. Conducting demonstrations and modeling lessons for classroom teachers
- Support the development of curriculum and advise pacing on the scope and sequence based on essential content knowledge as outlined in the state and national standards.
- Cultivate a standards-based, data and results-oriented culture.
- Make recommendations on best practices for supporting curricular alignment across all grade levels and individual schools.
- Collaborate with master teachers and principals in determining appropriate resources and support for teachers.
- Lead teacher study groups to increase content and pedagogical knowledge of literacy instruction.
- Assist teachers with implementation of Response-to-Intervention framework.

- Collaborate with the teacher support team to develop and implement plans designed to assist struggling students.
- Complete any additional duties as assigned by the Chief Academic Officer and Supervisor of English Language Arts.
- Willingness to be a contributing member of school redesign and turnaround.
- Eagerness to attend professional development and ability to turnkey train staff as needed.

KNOWLEDGE, EXPERIENCE AND TRAINING:

- Strong record of helping students achieve academic success, primarily with students of color and low-income students.
- Significant experience with literacy curriculum development and daily lesson planning.
- Experience in analyzing data and using results to modify lessons.
- Knowledge of and experience with backwards designed curricular models and Understanding by Design.
- Significant experience with instructional best practices.
- Ability to model positive and healthy character traits and habits, such as being organized, consistent and understanding.
- Comfort and willingness to actively participate in school community.
- Unquestioned integrity and commitment to the SCSD mission and willingness to serve the SCSD community.
- Experience in professional development and leadership roles working with adults
- Ability to plan, model, coach and provide feedback to individual teachers and teams of teachers to improve teaching and learning.
- Experience implementing effective instructional practices, designing engaging lessons, using data and formative assessment in the classroom and implementing the four-tiered intervention system.

QUALIFICATIONS:

- Minimum five (5) years of teaching experience required.
- Minimum three (3) years experience leading other teachers to achieve strong academic results.
- New York State Elementary (Pre-K – 6) or Childhood Education (1-6) Certification.*
- Possess an entrepreneurial spirit; be flexible, willing and able to play different instructional roles at the school; and be willing to go above and beyond to meet the varied and constant needs of the students of the SCSD.
- Excellent organizational, communication and facilitation skills.

* (Teachers with additional certification in Special Education or TESOL encouraged to apply; Minor in Social Studies preferred)

SPECIAL REQUIREMENTS:

- Ability to work beyond the ten-month school year and student day.

Mathematics Instructional Coach - Elementary

The Syracuse City School District (SCSD) is undergoing a new phase of innovation and transformation with the goal of ensuring that all students graduate high school with the skills needed to be ready for college and career. For Syracuse, all means all – including students who fall behind or have been considered "hard to serve" for a host of reasons.

JOB DESCRIPTION:

The Mathematics Instructional Coach will provide instructional support and coaching to SCSD teachers as they work to implement the Common Core State Standards and district curriculum. The primary role of the mathematics coach is to work with teachers to support best practices in using data, provide analysis of school-wide trends in instruction and make recommendations about potential next steps to address areas of need.

As an advisor to teachers and principals, the mathematics coach is responsible for providing support in designing of units and lessons, content knowledge in mathematics, analyzing data in order to modify curriculum and forms of assessment and sharing of best practices.

REPORTS TO:

Coordinator for Mathematics

DUTIES AND RESPONSIBILITIES:

- Provide comprehensive instructional coaching in mathematics.
- Collaborate with teachers and provide specific strategies for improved instructional delivery.
- Serve as a resource in identifying appropriate research-based instructional strategies and interventions to improve mathematics achievement for Pre-K – 6 students. Specific emphasis will be placed on appropriate strategies for improving the academic achievement of English Language Learners (ELLs), students with disabilities, and struggling readers.
- Support teachers by providing feedback on lessons and assessments that align with the Common Core State Standards and the Syracuse City School District curriculum.
- Provide professional development and materials to support teachers.
- Serve as a coach to teachers by providing expert advice on improving and enhancing individual lessons and units based on ongoing analysis. This will include, but is not limited to:
    1. Reviewing lesson plans, unit plans and assessments
    2. Understanding the District scope and sequence
    3. Observing classroom instruction and offering comprehensive analysis and feedback
    4. Conducting demonstrations and modeling lessons for classroom teachers
- Support the development of curriculum and advise pacing on the scope and sequence based on essential content knowledge as outlined in the state and national standards.
- Cultivate a standards-based, data and results-oriented culture.
- Make recommendations on best practices for supporting curricular alignment across all grade levels and individual schools.

- Collaborate with master teachers and principals in determining appropriate resources and support for teachers.
- Lead teacher study groups to increase content and pedagogical knowledge of mathematics instruction.
- Assist teachers with implementation of Response-to-Intervention framework.
- Collaborate with the teacher support team to develop and implement plans designed to assist struggling students.
- Complete any additional duties as assigned by the Chief Academic Officer and Coordinator for Mathematics.
- Willingness to be a contributing member of school redesign and turnaround.
- Eagerness to attend professional development and ability to turnkey train staff as needed.

KNOWLEDGE, EXPERIENCE AND TRAINING:

- Strong record of helping students achieve academic success, primarily with students of color and low-income students.
- Significant experience with math curriculum development and daily lesson planning.
- Experience in analyzing data and using results to modify lessons.
- Knowledge of and experience with backwards designed curricular models and Understanding by Design.
- Significant experience with instructional best practices.
- Ability to model positive and healthy character traits and habits, such as being organized, consistent and understanding.
- Comfort and willingness to actively participate in school community.
- Unquestioned integrity and commitment to the SCSD mission and willingness to serve the SCSD community.
- Experience in professional development and leadership roles working with adults
- Ability to plan, model, coach and provide feedback to individual teachers and teams of teachers to improve teaching and learning.
- Experience implementing effective instructional practices, designing engaging lessons, using data and formative assessment in the classroom and implementing the four-tiered intervention system.

QUALIFICATIONS:

- Minimum five (5) years of teaching experience required.
- Minimum three (3) years experience leading other teachers to achieve strong academic results.
- New York State Elementary (Pre-K – 6) or Childhood (1-6) Certification.*
- Possess an entrepreneurial spirit; be flexible, willing and able to play different instructional roles at the school; and be willing to go above and beyond to meet the varied and constant needs of the students of the SCSD.
- Excellent organizational, communication and facilitation skills.

(Teachers with additional certification in Special Education or TESOL encouraged to apply; Minor in Mathematics or Science preferred)

SPECIAL REQUIREMENTS:

- Ability to work beyond the ten-month school year and student day.

Literacy Instructional Coach - Secondary

The Syracuse City School District (SCSD) is undergoing a new phase of innovation and transformation with the goal of ensuring that all students graduate high school with the skills needed to be ready for college and career. For Syracuse, all means all – including students who fall behind or have been considered "hard to serve" for a host of reasons.

JOB DESCRIPTION:

The Literacy Instructional Coach will provide instructional support and coaching to SCSD teachers as they work to implement the Common Core State Standards and district curriculum. The primary role of the literacy coach is to work with teachers to support best practices in using data, provide analysis of school-wide trends in instruction and make recommendations about potential next steps to address areas of need. As an advisor to teachers and principals, the literacy coach is responsible for providing support in designing of units and lessons, content knowledge in literacy, analyzing data in order to modify curriculum and forms of assessment and sharing of best practices.

REPORTS TO:

Supervisor of English Language Arts

DUTIES AND RESPONSIBILITIES:

- Provide comprehensive instructional coaching in literacy.
- Collaborate with teachers and provide specific strategies for improved instructional delivery.
- Serve as a resource in identifying appropriate research-based instructional strategies and interventions to improve literacy achievement for students in grades 7-12. Specific emphasis will be placed on appropriate strategies for improving the academic achievement of English Language Learners (ELLs), students with disabilities (SWDs), and struggling readers.
- Support teachers by providing feedback on lessons and assessments that align with the Common Core State Standards and the Syracuse City School District curriculum.
- Provide professional development and materials to support English teachers.
- Serve as a coach to teachers by providing expert advice on improving and enhancing individual lessons and units based on ongoing analysis. This will include, but is not limited to:
    1. Reviewing lesson plans, unit plans and assessments
    2. Understanding the District scope and sequence
    3. Observing classroom instruction and offering comprehensive analysis and feedback
    4. Conducting demonstrations and modeling lessons for classroom teachers
- Support the development of curriculum and advise pacing on the scope and sequence based on essential content knowledge as outlined in the state and national standards.
- Cultivate a standards-based, data and results-oriented culture.
- Make recommendations on best practices for supporting curricular alignment across all grade levels and individual schools.
- Collaborate with master teachers and principals in determining appropriate resources and support for teachers.
- Lead teacher study groups to increase content and pedagogical knowledge of literacy instruction.
- Assist teachers with implementation of Response-to-Intervention framework.

- Collaborate with the teacher support team to develop and implement plans designed to assist struggling students.
- Complete any additional duties as assigned by the Chief Academic Officer and Supervisor of English Language Arts.
- Willingness to be a contributing member of school redesign and turnaround.
- Eagerness to attend professional development and ability to turnkey train staff as needed.

KNOWLEDGE, EXPERIENCE AND TRAINING:

- Strong record of helping students achieve academic success, primarily with minority and low-income students.
- Significant experience with literacy curriculum development and daily lesson planning.
- Experience in analyzing data and using results to modify lessons.
- Knowledge of and experience with backwards designed curricular models and Understanding by Design.
- Significant experience with instructional best practices.
- Ability to model positive and healthy character traits and habits, such as being organized, consistent and understanding.
- Comfort and willingness to actively participate in school community.
- Unquestioned integrity and commitment to the SCSD mission and willingness to serve the SCSD community.
- Experience in professional development and leadership roles working with adults
- Ability to plan, model, coach and provide feedback to individual teachers and teams of teachers to improve teaching and learning.
- Experience implementing effective instructional practices, designing engaging lessons, using data and formative assessment in the classroom and implementing the four-tiered intervention system.

QUALIFICATIONS:

- Minimum five (5) years of literacy teaching experience required.
- Minimum three (3) years experience leading other teachers to achieve strong academic results.
- New York State Literacy, Reading (Pre-K – 12) or ELA (7-12) Certification.*
- Possess an entrepreneurial spirit; be flexible, willing and able to play different roles at the school, and to go above and beyond to meet the varied and constant needs of the students of the SCSD.
- Excellent organizational, communication and facilitation skills.

(Teachers with additional certification in Special Education or TESOL encouraged to apply; Minor in Social Studies preferred)

SPECIAL REQUIREMENTS:

- Ability to work beyond the ten-month school year and student day.

Mathematics Instructional Coach - Secondary

The Syracuse City School District (SCSD) is undergoing a new phase of innovation and transformation with the goal of ensuring that all students graduate high school with the skills needed to be ready for college and career. For Syracuse, all means all – including students who fall behind or have been considered "hard to serve" for a host of reasons.

JOB DESCRIPTION:

The Mathematics Instructional Coach will provide instructional support and coaching to SCSD teachers as they work to implement the Common Core State Standards and district curriculum. The primary role of the mathematics coach is to work with teachers to support best practices in using data, provide analysis of school-wide trends in instruction and make recommendations about potential next steps to address areas of need.

As an advisor to teachers and principals, the mathematics coach is responsible for providing support in designing of units and lessons, content knowledge in mathematics, analyzing data in order to modify curriculum and forms of assessment and sharing of best practices.

REPORTS TO:

Coordinator for Mathematics

DUTIES AND RESPONSIBILITIES:

- Provide comprehensive instructional coaching in mathematics.
- Collaborate with teachers and provide specific strategies for improved instructional delivery.
- Serve as a resource in identifying appropriate research-based instructional strategies and interventions to improve mathematics achievement for students in grades 7-12. Specific emphasis will be placed on appropriate strategies for improving the academic achievement of English Language Learners (ELLs), students with disabilities (SWDs), and struggling readers.
- Support teachers by providing feedback on lessons and assessments that align with the Common Core State Standards and the Syracuse City School District curriculum.
- Provide professional development and materials to support teachers.
- Serve as a coach to teachers by providing expert advice on improving and enhancing individual lessons and units based on ongoing analysis. This will include, but is not limited to:
    1. Reviewing lesson plans, unit plans and assessments
    2. Understanding the District scope and sequence
    3. Observing classroom instruction and offering comprehensive analysis and feedback
    4. Conducting demonstrations and modeling lessons for classroom teachers
- Support the development of curriculum and advise pacing on the scope and sequence based on essential content knowledge as outlined in the state and national standards.
- Cultivate a standards-based, data and results-oriented culture.
- Make recommendations on best practices for supporting curricular alignment across all grade levels and individual schools.
- Collaborate with master teachers and principals in determining appropriate resources and support for teachers.

- Lead teacher study groups to increase content and pedagogical knowledge of mathematics instruction.
- Assist teachers with implementation of Response-to-Intervention framework.
- Collaborate with the teacher support team to develop and implement plans designed to assist struggling students.
- Complete any additional duties as assigned by the Chief Academic Officer and Coordinator for Mathematics.
- Willingness to be a contributing member of school redesign and turnaround.
- Eagerness to attend professional development and ability to turnkey train staff as needed.

KNOWLEDGE, EXPERIENCE AND TRAINING:

- Strong record of helping students achieve academic success, primarily with students of color and low-income students.
- Significant experience with math curriculum development and daily lesson planning.
- Experience in analyzing data and using results to modify lessons.
- Knowledge of and experience with backwards designed curricular models and Understanding by Design.
- Significant experience with instructional best practices.
- Ability to model positive and healthy character traits and habits, such as being organized, consistent and understanding.
- Comfort and willingness to actively participate in school community.
- Unquestioned integrity and commitment to the SCSD mission and willingness to serve the SCSD community.
- Experience in professional development and leadership roles working with adults
- Ability to plan, model, coach and provide feedback to individual teachers and teams of teachers to improve teaching and learning.
- Experience implementing effective instructional practices, designing engaging lessons, using data and formative assessment in the classroom and implementing the four-tiered intervention system.

QUALIFICATIONS:

- Minimum five (5) years of math teaching experience required.
- Minimum three (3) years experience leading other teachers to achieve strong academic results.
- New York State Mathematics (7-12) Certification.*
- Possess an entrepreneurial spirit; be flexible, willing and able to play different instructional roles at the school; and be willing to go above and beyond to meet the varied and constant needs of the students of the SCSD.
- Excellent organizational, communication and facilitation skills.

(Teachers with additional certification in Special Education or TESOL encouraged to apply; Minor in Mathematics or Science preferred)

SPECIAL REQUIREMENTS:

- Ability to work beyond the ten-month school year and student day.

HW Smith K-8 School

Complete Budget

Includes:

*FS-10 Year One Implementation Period
*Budget Summary Chart (Attachment D)
*Budget Narrative

▢ = Required Field

Local Agency Information

Funding Source:	Title I School Improvement Grant 1003(g) SIG	HW Smith
Report Prepared By:	Michael Puntschenko, Director of Special Programs	
Agency Name:	Syracuse City School District	
Mailing Address:	725 Harrison Street	
	Street	
	Syracuse NY 13210	
	City State Zip Code	

Telephone # of Report Preparer:	315-435-4140	**County:**	Onondaga
E-mail Address:	mpuntschenko@scsd.us		

Project Funding Dates:	6/1/14	6/30/15
	Start	End

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.

- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.

- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.

- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at http://www.oms.nysed.gov/cafe/guidance/.

SALARIES FOR PROFESSIONAL STAFF: 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
Extended Learning Teachers & Certified Staff - 17 Staff	1 hr x 184 Days	$6,000 stipend	$102,000
Teaching Assistants - 6 Staff	1 hr x 184 Days	$3,000 stipend	$18,000
School Year Planning & PD Extensions-school improvement team 5 team members X 88 hours each	440 hours	$30 per hour	$13,200
District Support Director of Operations	0.09	$129,577	$11,662
		Subtotal - Code 15	$144,862

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 Learning Non Certified Staff -nurse, clerical,	2 staff 1 hr x 184 Days	$2,500 stipend	$5,000
District Support Community Outreach Coordinator	0.09	$76,496	$6,890
		Subtotal - Code 16	$11,890

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
Professional development and training for instructional and administrative staff on improving the instructional program at the school by defining instructional priorities and supporting the development of systems. Includes coaching, data analysis support, job-embedded PD and feedback	Insight Education	Negotiated Flat Rate	$100,000
Professional Development consultants determined through a needs assessment conducted by the school improvement team once new staffing is in place to identify gaps in instructional knowledge and pedagogy.	TBD	TBD	$10,000
Costs for the Achievement Network to provide professional development to strengthen school-wide practice and culture of using learning standards and achievement data to get breakthrough results for students.	Achievement Network	Negotiated Flat Rate	$37,000
Stipend for 2 parents to participate on the turnaround school team.	2 TBD parents of enrolled students	2 X 60 hours X $15 per hour	$1,800
Contract with CBO partner to provide social-emotional, academic and skills enrichment programming during the Extended Learning Time	CBO Determined through planning process, ie, MOST, ESF, Syracuse Stage, Boys & Girls Club	$125 per student X 850 students	$106,250
		Subtotal - Code 40	$255,050

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
Instructional materials determined through a needs assessment conducted by the school improvement team once new staffing is in place to provide teachers with the ability to utilize manipulatives based upon differentiated instruction.	32 classrooms	$300 per class	$9,600
Supplies, Materials and Food for Parent involvement, engagement, community workshops, meetings and trainings	375	$10 per parent	$3,750
		Subtotal - Code 45	$13,350

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 Expenditure
Students - Field Experiences	Authentic learning experiences that support common core, Museums, Historical sites, etc	$225 per classroom X 32 classrooms	$7,200
		Subtotal - Code 46	$7,200

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			$9,718
Retirement	N.Y.S. Teachers		$25,713
	N.Y.S. Employees		$2,484
	Other		$0
Health Insurance (Including Vision)			$2,104
Dental Insurance			$212
Medicare			$2,273
Workers' Compensation Insurance			$4,071
Unemployment Insurance			$0
Other (Identify)			
		Subtotal - Code 80	$46,575

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)

	$478,927

B. Approved Restricted Indirect Cost Rate

	4.4%

C. (A) x (B) = Total Indirect Cost   Subtotal - Code 90

	$21,073

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
	Subtotal - Code 30	0

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

Budget Summary

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	$144,862
Support Staff Salaries	16	$11,890
Purchased Services	40	$255,050
Supplies and Materials	45	$13,350
Travel Expenses	46	$7,200
Employee Benefits	80	$46,575
Indirect Cost	90	$21,073
BOCES Services	49	$0
Minor Remodeling	30	$0
Equipment	20	$0
Grand Total		$500,000

Agency Code:

4	2	1	8	0	0	0	1	0	0	0	0

Project #:
(If Pre-assigned)

				1	5

Tracking/Contract #:
(Special Legislative Projects Only)

Federal Employer ID #:
(New non-municipal agencies only)

Agency Name: SYRACUSE CITY SCHOOL DISTRICT

FOR DEPARTMENT USE ONLY

Funding Dates: _____ / _____ / _____ _____ / _____ / _____
                        From   To

Program Approval: _____ Date: _____

	Fiscal Year	Amount Budgeted	First Payment

	Voucher #	Approved	First Payment

Finance: _____

Log | | | MIR

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.

2/27/14   *Sharon L Contreras*
Date   Signature

Sharon L. Contreras, Superintendent of Schools
Name and Title of Chief Administrative Officer

Attachment D - (1003g) Budget Summary Chart – HW Smith K-8 School

Agency Code	4	2	1	8	0	0	0	0	1	0	0	0	8	8
Agency Name	Syracuse City School District													

Year 1 Implementation Period (June 1, 2014 - June 30, 2015)

Categories	Code	Costs
Professional Salaries	15	144,862
Support Staff Salaries	16	11,890
Purchased Services	40	255,050
Supplies and Materials	45	13,350
Travel Expenses	46	7,200
Employee Benefits	80	46,575
Indirect Cost (IC)	90	21,073
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
Total		500,000

Year 2 Implementation Period (July 1, 2015 - June 30, 2016)

Categories	Code	Costs
Professional Salaries	15	79,095
Support Staff Salaries	16	9,522
Purchased Services	40	122,800
Supplies and Materials	45	5,500
Travel Expenses	46	3,000
Employee Benefits	80	19,546
Indirect Cost (IC)	90	10,537
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
Total		250,000

Year 3 Implementation Period (July 1, 2016 - June 30, 2017)

Categories	Code	Costs
Professional Salaries	15	79,095
Support Staff Salaries	16	9,522
Purchased Services	40	122,800
Supplies and Materials	45	5,500
Travel Expenses	46	3,000
Employee Benefits	80	19,546
Indirect Cost (IC)	90	10,537
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
Total		250,000

Total Project Period (June 1, 2014 - June 30, 2017)

Categories	Code	Costs
Professional Salaries	15	303,052
Support Staff Salaries	16	30,934
Purchased Services	40	500,650
Supplies and Materials	45	24,350
Travel Expenses	46	13,200
Employee Benefits	80	85,667
Indirect Cost (IC)	90	42,147
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
Total Project Budget		1,000,000

III. SIG BUDGET
BUDGET NARRATIVE – HW SMITH K-8 SCHOOL

The Syracuse City School District is proposing the following costs associated with whole school reform. These costs support the initiatives delineated in the proposal narrative and will, after three years, transform this school from a Priority School to a School In Good Standing. These costs include additional personnel to support the redesign efforts, additional instructional time for every student, professional development to improve teaching and learning, implementation of research-based practices and programs to improve student achievement, and partnering with educational experts to guide and support the school, and to build capacity of staff to sustain efforts after the funding ends.

Other sources of income that will support this whole-school change include Title I funds which will support: academic interventions for students; extended learning time – the school day will be extended for students and staff, allowing for more instructional time, embedded professional development and planning (ELT grant); partnerships with CBO's to provide social-emotional and enrichment programming; staffing to provide additional learning time during the school breaks and summers; salary and benefits of supplemental staff, including social workers and counselors; and parent involvement initiatives. STLE funding will support teacher recruitment to ensure this school is staffed with highly qualified teachers. Title IIA will support professional development initiatives, including consultants and conferences/workshops. Various other grants will support the partnership with Insight Education to increase the capacity and effectiveness of school-based teams through intensive coaching and professional development and assist in the improvement of the schools' instructional program and systems. In addition, the District will leverage Title IIA, the Strengthening Teacher and Leader Effectiveness grant and Title IIB MSP funds to further enhance teacher and leader skills. The District has engaged in an effective partnership with Say Yes to Education to support families through linkages with social services, community-based organizations, health providers and mental health organizations. Other District Funds will support this initiative by funding Outside Educational Experts who will conduct a comprehensive review of the school, and this report will be utilized by the school improvement teams to develop and/or enhance initiatives to improve student learning, enrich teaching and build a school community that is focused and driven toward whole school reform. Over the 3 year SIG cycle, the District will gradually increase General Fund allocations and reallocate Title I funding to ensure that initiatives being implemented for school reform, such as Extended Learning Time, embedded professional development and partnerships with the community-based organizations, will be sustained

Sustainability will be primarily achieved by building the capacity of teachers to effectively teach to the Common Core, providing professional development opportunities to enhance their skills and knowledge of content and pedagogy, and ensuring that the supporting structures are in place to accomplish this. Partnerships with external partners and vendors outlined in the proposal and budget narrative will be instrumental in enhancing what is being taught and how it is being taught in a continuous improvement cycle. The District will actively recruit skilled teachers to teach in the Achievement Zone schools and will replace retired or leaving teachers with new teachers who accept the challenge of turning around a school. Professional development will be provided to new teachers so that they are on par with their more experienced colleagues. It is also the District's goal that through collective bargaining agreements, the increase in the instructional day will become standard and the anticipated results achieved through this initiative will support those efforts. After three years, the capacity developed to support and sustain a positive climate for learning and a culture of high expectations for all students will no longer require the assistance of SIG funding.

Syracuse City School District SIG 1003 (g) Budget Narrative for HW Smith K-8 School

The District-wide expenses – Identified in the budget and narrative as district-wide staffing and their employee benefits and indirect cost are:

Category	Description of Budget Item	Proposed SIG allocation			Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
CODE 15 Professional Staff	**EXTENDED LEARNING** **Teachers**– All instructional and instructional support staff will provide an additional hour of instruction to students. This additional time will be further developed with assistance from the National Center on Time and Learning (Time Collaborative) with the primary goal of enhancing student achievement in the areas of ELA and Mathematics. 65 FTE X $6,000 per	$102,000	$48,000	$48,000	288,000 Title I General ELT 21st CCLC	342,000 Title I General ELT 21st CCLC	342,000 Title I General ELT 21st CCLC	$1,170,000
	Teacher Assistants– All teaching assistant staff will provide an additional 1 hour of instructional support to students. This additional hour will be further developed with assistance from the National Center on Time and Learning with the primary goal of enhancing student achievement in the areas of ELA and Mathematics. 15 FTE X $3,000 per	18,000	6,000	6,000	27,000 Title I ELT	39,000 Title I ELT	39,000 Title I ELT	135,000

Syracuse City School District SIG 1003 (g) Budget Narrative for HW Smith K-8 School

Category	Description of Budget Item	Proposed SIG allocation			Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
	Planning Team Extensions – A School Improvement Team comprised of 5 instructional staff members, 2 administrators and 2 parents (paid under code 40) will meet weekly to discuss the goals and objectives of the turnaround efforts, evaluate initiatives and make decisions for initiatives based upon data, results and best-practices.	13,200	13,200	13,200	*	*	*	39,600
	Teachers' extensions of service - to actively engage in professional development on research-based instructional strategies (such as Common Core, SIOP, and Formative Assessments), the usage and integration of technology, school culture and student expectations, classroom management and instructional practices. 30 hours of PD per teacher	*	*	*	58,500 Title IIA Title IID Title III	58,500 Title IIA Title IID Title III	58,500 Title IIA Title IID Title III	175,500
	DISTRICTWIDE EXPENSES							
	0.09 FTE Director of Operations This individual will support the day-to-day operations and reform efforts of the Achievement Zone schools. (1/12th of SIG Schools)	11,662	11,895	11,895	*	*	*	35,452

Category	Description of Budget Item	Proposed SIG allocation			Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
	1.0 FTE Literacy Instructional Coach – to provide site-based professional development in research-based instructional strategies (such as Common Core, SIOP, and Formative Assessments), model/coach staff in implementing the 4-tiered student support framework, and to analyze student assessment data to identify areas in need of improvement.	*	*	*	65,000 Title I	66,300 Title I	67,626 Title I	198,926
	1.0 FTE Math Coach - to provide site-based professional development in research-based instructional strategies (such as Common Core, SIOP, and Formative Assessments), model/coach staff in implementing lessons, and to analyze student assessment data to identify areas in need of improvement.	*	*	*	65,000 Title I	66,300 Title I	67,626 Title I	198,926
	Coaches' extensions of service - to provide and/or attend professional development on research-based instructional strategies (such as Common Core, SIOP, and Formative Assessments), the usage and integration of technology, school culture and student expectations,	*	*	*	14,400 Title I	14,400 Title I	14,400 Title I	43,200

Syracuse City School District SIG 1003 (g) Budget Narrative for HW Smith K-8 School

Category	Description of Budget Item	Proposed SIG allocation			Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
	classroom management and instructional practices, provide training for new staff.							
	Teachers' extensions of service – to provide summer instruction to students on Literacy and Mathematics for 4 hours a day X 25 days.	*	*	*	90,000 Title I	90,000 Title I	90,000 Title I	270,000
	Recruitment Stipends Recruitment stipends for Principal and highly effective teachers to work in this school. (Principal & 8 Teachers)	*	*	*	25,000 STLE	*	*	25,000

Syracuse City School District SIG 1003 (g) Budget Narrative for HW Smith K-8 School

Category	Description of Budget Item	Proposed SIG allocation			Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
CODE 16 Support Staff	**EXTENDED LEARNING Support Staff**– All support staff – nurse, clerical, hall monitors will provide an additional 1 hour of building-wide support to students. This 1 hour will be further developed with assistance from the National Center on Time and Learning with the primary goal of enhancing student achievement in the areas of ELA and Mathematics.	5,000	2,500	2,500	2,500 Title I ELT	5,000 Title I ELT	5,000 Title I ELT	22,500
	Summer Academic Enrichment Extensions of service for support staff – nurse, clerical, hall monitors during the intensive summer academic intervention program for students.	*	*	*	9,000 Title I	9,000 Title I	9,000 Title I	27,000
	<u>DISTRICTWIDE EXPENSES</u> **0.09 FTE Community Outreach Coordinator**– This individual will be responsible for the coordination of volunteers, mentors, business partnerships, and community-based organization involvement; public relations and coordination of information and involvement of parents and community members in order to build support and sustainability. (1/12th of SIG Schools)	6,890	7,022	7,022	*	*	*	20,934

Category	Description of Budget Item	Proposed SIG allocation			Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
CODE 40 Purchased Services - Consultants	Costs to contract National Center on Time & Learning to support the planning team on the framework and implementation of expanded learning time to maximize instructional time – Time Collaborative	*	*	*	50,000 Ford Found.	*	*	50,000
	Costs to contract Insight Education to provide Professional development and training for instructional and administrative staff on improving the instructional program at the school by defining instructional priorities and supporting the development of systems. Includes coaching, data analysis support, job-embedded PD and feedback	100,000	50,000	50,000	150,000 Title I Title IIA	150,000 Title I Title IIA	100,000 Title I Title IIA	600,000
	Professional Development consultants determined through a needs assessment by the school improvement team once new staffing is in place to identify gaps in instructional knowledge and pedagogy.	10,000	5,000	5,000	20,000 Title IIA	25,000 Title IIA	25,000 Title IIA	90,000
	Stipends for 2 parents to participate on the school improvement team.	1,800	1,800	1,800	*	*	*	5,400

Syracuse City School District SIG 1003 (g) Budget Narrative for HW Smith K-8 School

Category	Description of Budget Item	Proposed SIG allocation			Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
	Costs for the Achievement Network to provide professional development to strengthen school-wide practice and culture of using learning standards and achievement data to get breakthrough results for students.	37,000	16,000	16,000	23,000 Title IIA	44,000 Title IIA	44,000 Title IIA	180,000
	Costs for Peaceful Schools and TBD Community-Based Organizations to partner with the school to provide social-emotional, academic and skills enrichment programming during the Extended Learning Time. This will be a component of the longer instructional day and will provide staff to partake in team planning and professional development during the school day. Projected cost of $450 per student.	106,250	50,000	50,000	276,250 Title I General ELT	332,500 Title I General ELT	332,500 Title I General ELT	1,1147,500
	Purchased services to support parent involvement activities.	*	*	*	5,000 Title I	5,000 Title I	5,000 Title I	15,000

Syracuse City School District SIG 1003 (g) Budget Narrative for HW Smith K-8 School

Category	Description of Budget Item	Proposed SIG allocation			Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
CODE 45 Supplies and Materials	Instructional materials determined through a needs assessment conducted by the school improvement team once new staffing is in place to provide teachers with the ability to utilize manipulatives based upon differentiated instruction.	9,600	3,000	3,000	19,600 General	25,000 General	25,000 General	85,200
	Supplies, Materials and Food for Parent involvement, engagement, community workshops, meetings and trainings.	3,750	2,500	2,500	*	1,600 Title I	1,600 Title I	11,950
	Summer instructional consumable supplies to support extended learning for targeted students during the summer months.	*	*	*	5,000 Title I	5,000 Title I	5,000 Title I	15,000
CODE 46 Travel	Students will participate in field experiences to support content and project-based learning.	7,200	3,000	3,000	*	4,000 Grants	4,000 Grants	21,200
	Student bussing for students to attend the intensive summer academic enrichment program.	*	*	*	20,000 Title I	20,000 Title I	20,000 Title I	60,000
	School improvement team members-visit and meet with a school that has been effectively implementing school redesign in order to assist in the	*	*	*	5,000 Title IIA	*	*	5,000

Syracuse City School District SIG 1003 (g) Budget Narrative for HW Smith K-8 School

Category	Description of Budget Item	Proposed SIG allocation			Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
	development and implementation of the schools redesign efforts. Location TBD.							
	Literacy & Math Coach to attend professional development conference on common core implementation and strategies to support instructional staff.	*	*	*	4,000 Title IIA	4,000 Title IIA	2,000 Title IIA	10,000
	Principal, Teacher-leader to attend professional development on Leadership and school turnaround.	*	*	*	4,000 Title I SUPES	4,000 Title I SUPES	4,000 Title I SUPES	12,000
CODE 80 Employee Benefits	Employee benefits as calculated on grant-funded FTE positions and teachers' extensions of service to participate in extended day teaching and professional development opportunities outside of the school day	46,575	19,546	19,546	*	*	*	85,667
	Other Federal, State or General Funds Employee benefits associated with the activities and positions listed in professional staff above.	*	*	*	199,356	205,376	205,376	610,108
CODE 90 Indirect Cost	DISTRICTWIDE EXPENSES Indirect Costs calculated at the District approved rate of 4.4%	21,073	10,537	10,537	*	*	*	42,147

Syracuse City School District SIG 1003 (g) Budget Narrative for HW Smith K-8 School

Category	Description of Budget Item	Proposed SIG allocation			Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
	Grand Total	**$500,000**	**$250,000**	**$250,000**	**1,425,606**	**1,515,976**	**1,466,628**	**$5,408,210**

HW Smith K-8 School

*FS-10 Year One Implementation Period

HW Smith K-8 School

*Budget Narrative

III. SIG BUDGET
BUDGET NARRATIVE – HW SMITH K-8 SCHOOL

The Syracuse City School District is proposing the following costs associated with whole school reform. These costs support the initiatives delineated in the proposal narrative and will, after three years, transform this school from a Priority School to a School In Good Standing. These costs include additional personnel to support the redesign efforts, additional instructional time for every student, professional development to improve teaching and learning, implementation of research-based practices and programs to improve student achievement, and partnering with educational experts to guide and support the school, and to build capacity of staff to sustain efforts after the funding ends.

Other sources of income that will support this whole-school change include Title I funds which will support: academic interventions for students; extended learning time – the school day will be extended for students and staff, allowing for more instructional time, embedded professional development and planning (ELT grant); partnerships with CBO's to provide social-emotional and enrichment programming; staffing to provide additional learning time during the school breaks and summers; salary and benefits of supplemental staff, including social workers and counselors; and parent involvement initiatives. STLE funding will support teacher recruitment to ensure this school is staffed with highly qualified teachers. Title IIA will support professional development initiatives, including consultants and conferences/workshops. Various other grants will support the partnership with Insight Education to increase the capacity and effectiveness of school-based teams through intensive coaching and professional development and assist in the improvement of the schools' instructional program and systems. In addition, the District will leverage Title IIA, the Strengthening Teacher and Leader Effectiveness grant and Title IIB MSP funds to further enhance teacher and leader skills. The District has engaged in an effective partnership with Say Yes to Education to support families through linkages with social services, community-based organizations, health providers and mental health organizations. Other District Funds will support this initiative by funding Outside Educational Experts who will conduct a comprehensive review of the school, and this report will be utilized by the school improvement teams to develop and/or enhance initiatives to improve student learning, enrich teaching and build a school community that is focused and driven toward whole school reform. Over the 3 year SIG cycle, the District will gradually increase General Fund allocations and reallocate Title I funding to ensure that initiatives being implemented for school reform, such as Extended Learning Time, embedded professional development and partnerships with the community-based organizations, will be sustained

Sustainability will be primarily achieved by building the capacity of teachers to effectively teach to the Common Core, providing professional development opportunities to enhance their skills and knowledge of content and pedagogy, and ensuring that the supporting structures are in place to accomplish this. Partnerships with external partners and vendors outlined in the proposal and budget narrative will be instrumental in enhancing what is being taught and how it is being taught in a continuous improvement cycle. The District will actively recruit skilled teachers to teach in the Achievement Zone schools and will replace retired or leaving teachers with new teachers who accept the challenge of turning around a school. Professional development will be provided to new teachers so that they are on par with their more experienced colleagues. It is also the District's goal that through collective bargaining agreements, the increase in the instructional day will become standard and the anticipated results achieved through this initiative will support those efforts. After three years, the capacity developed to support and sustain a positive climate for learning and a culture of high expectations for all students will no longer require the assistance of SIG funding.

The District-wide expenses – Identified in the budget and narrative as district-wide staffing and their employee benefits and indirect cost are:

Category	Description of Budget Item	Proposed SIG allocation			Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
CODE 15 Professional Staff	**EXTENDED LEARNING** **Teachers**– All instructional and instructional support staff will provide an additional hour of instruction to students. This additional time will be further developed with assistance from the National Center on Time and Learning (Time Collaborative) with the primary goal of enhancing student achievement in the areas of ELA and Mathematics. 65 FTE X $6,000 per	$102,000	$48,000	$48,000	288,000 Title I General ELT 21st CCLC	342,000 Title I General ELT 21st CCLC	342,000 Title I General ELT 21st CCLC	$1,170,000
	Teacher Assistants– All teaching assistant staff will provide an additional 1 hour of instructional support to students. This additional hour will be further developed with assistance from the National Center on Time and Learning with the primary goal of enhancing student achievement in the areas of ELA and Mathematics. 15 FTE X $3,000 per	18,000	6,000	6,000	27,000 Title I ELT	39,000 Title I ELT	39,000 Title I ELT	135,000

Syracuse City School District SIG 1003 (g) Budget Narrative for HW Smith K-8 School

Category	Description of Budget Item	Proposed SIG allocation			Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
	Planning Team Extensions – A School Improvement Team comprised of 5 instructional staff members, 2 administrators and 2 parents (paid under code 40) will meet weekly to discuss the goals and objectives of the turnaround efforts, evaluate initiatives and make decisions for initiatives based upon data, results and best-practices.	13,200	13,200	13,200	*	*	*	39,600
	Teachers' extensions of service - to actively engage in professional development on research-based instructional strategies (such as Common Core, SIOP, and Formative Assessments), the usage and integration of technology, school culture and student expectations, classroom management and instructional practices. 30 hours of PD per teacher	*	*	*	58,500 Title IIA Title IID Title III	58,500 Title IIA Title IID Title III	58,500 Title IIA Title IID Title III	175,500
	<u>DISTRICTWIDE EXPENSES</u> **0.09 FTE Director of Operations** This individual will support the day-to-day operations and reform efforts of the Achievement Zone schools. (1/12th of SIG Schools)	11,662	11,895	11,895	*	*	*	35,452

Syracuse City School District SIG 1003 (g) Budget Narrative for HW Smith K-8 School

Category	Description of Budget Item	Proposed SIG allocation			Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
	1.0 FTE Literacy Instructional Coach – to provide site-based professional development in research-based instructional strategies (such as Common Core, SIOP, and Formative Assessments), model/coach staff in implementing the 4-tiered student support framework, and to analyze student assessment data to identify areas in need of improvement.	*	*	*	65,000 Title I	66,300 Title I	67,626 Title I	198,926
	1.0 FTE Math Coach - to provide site-based professional development in research-based instructional strategies (such as Common Core, SIOP, and Formative Assessments), model/coach staff in implementing lessons, and to analyze student assessment data to identify areas in need of improvement.	*	*	*	65,000 Title I	66,300 Title I	67,626 Title I	198,926
	Coaches' extensions of service - to provide and/or attend professional development on research-based instructional strategies (such as Common Core, SIOP, and Formative Assessments), the usage and integration of technology, school culture and student expectations,	*	*	*	14,400 Title I	14,400 Title I	14,400 Title I	43,200

Syracuse City School District SIG 1003 (g) Budget Narrative for HW Smith K-8 School

Category	Description of Budget Item	Proposed SIG allocation			Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
	classroom management and instructional practices, provide training for new staff.							
	Teachers' extensions of service - to provide summer instruction to students on Literacy and Mathematics for 4 hours a day X 25 days.	*	*	*	90,000 Title I	90,000 Title I	90,000 Title I	270,000
	Recruitment Stipends Recruitment stipends for Principal and highly effective teachers to work in this school. (Principal & 8 Teachers)	*	*	*	25,000 STLE	*	*	25,000

Category	Description of Budget Item	Proposed SIG allocation			Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
CODE 16 Support Staff	**EXTENDED LEARNING Support Staff**– All support staff – nurse, clerical, hall monitors will provide an additional 1 hour of building-wide support to students. This 1 hour will be further developed with assistance from the National Center on Time and Learning with the primary goal of enhancing student achievement in the areas of ELA and Mathematics.	5,000	2,500	2,500	2,500 Title I ELT	5,000 Title I ELT	5,000 Title I ELT	22,500
	Summer Academic Enrichment Extensions of service for support staff – nurse, clerical, hall monitors during the intensive summer academic intervention program for students.	*	*	*	9,000 Title I	9,000 Title I	9,000 Title I	27,000
	DISTRICTWIDE EXPENSES **0.09 FTE Community Outreach Coordinator** – This individual will be responsible for the coordination of volunteers, mentors, business partnerships, and community-based organization involvement; public relations and coordination of information and involvement of parents and community members in order to build support and sustainability. (1/12th of SIG Schools)	6,890	7,022	7,022	*	*	*	20,934

Category	Description of Budget Item	Proposed SIG allocation			Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
CODE 40 Purchased Services - Consultants	Costs to contract National Center on Time & Learning to support the planning team on the framework and implementation of expanded learning time to maximize instructional time – Time Collaborative	*	*	*	50,000 Ford Found.	*	*	50,000
	Costs to contract Insight Education to provide Professional development and training for instructional and administrative staff on improving the instructional program at the school by defining instructional priorities and supporting the development of systems. Includes coaching, data analysis support, job-embedded PD and feedback	100,000	50,000	50,000	150,000 Title I Title IIA	150,000 Title I Title IIA	100,000 Title I Title IIA	600,000
	Professional Development consultants determined through a needs assessment by the school improvement team once new staffing is in place to identify gaps in instructional knowledge and pedagogy.	10,000	5,000	5,000	20,000 Title IIA	25,000 Title IIA	25,000 Title IIA	90,000
	Stipends for 2 parents to participate on the school improvement team.	1,800	1,800	1,800	*	*	*	5,400

Syracuse City School District SIG 1003 (g) Budget Narrative for HW Smith K-8 School

Category	Description of Budget Item	Proposed SIG allocation			Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
	Costs for the Achievement Network to provide professional development to strengthen school-wide practice and culture of using learning standards and achievement data to get breakthrough results for students.	37,000	16,000	16,000	23,000 Title IIA	44,000 Title IIA	44,000 Title IIA	180,000
	Costs for Peaceful Schools and TBD Community-Based Organizations to partner with the school to provide social-emotional, academic and skills enrichment programming during the Extended Learning Time. This will be a component of the longer instructional day and will provide staff to partake in team planning and professional development during the school day. Projected cost of $450 per student.	106,250	50,000	50,000	276,250 Title I General ELT	332,500 Title I General ELT	332,500 Title I General ELT	1,1147,500
	Purchased services to support parent involvement activities.	*	*	*	5,000 Title I	5,000 Title I	5,000 Title I	15,000

Syracuse City School District SIG 1003 (g) Budget Narrative for HW Smith K-8 School

Category	Description of Budget Item	Proposed SIG allocation			Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
CODE 45 Supplies and Materials	Instructional materials determined through a needs assessment conducted by the school improvement team once new staffing is in place to provide teachers with the ability to utilize manipulatives based upon differentiated instruction.	9,600	3,000	3,000	19,600 General	25,000 General	25,000 General	85,200
	Supplies, Materials and Food for Parent involvement, engagement, community workshops, meetings and trainings.	3,750	2,500	2,500	*	1,600 Title I	1,600 Title I	11,950
	Summer instructional consumable supplies to support extended learning for targeted students during the summer months.	*	*	*	5,000 Title I	5,000 Title I	5,000 Title I	15,000
CODE 46 Travel	Students will participate in field experiences to support content and project-based learning.	7,200	3,000	3,000	*	4,000 Grants	4,000 Grants	21,200
	Student bussing for students to attend the intensive summer academic enrichment program.	*	*	*	20,000 Title I	20,000 Title I	20,000 Title I	60,000
	School improvement team members-visit and meet with a school that has been effectively implementing school redesign in order to assist in the	*	*	*	5,000 Title IIA	*	*	5,000

Syracuse City School District SIG 1003 (g) Budget Narrative for HW Smith K-8 School

Category	Description of Budget Item	Proposed SIG allocation			Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
	development and implementation of the schools redesign efforts. Location TBD.							
	Literacy & Math Coach to attend professional development conference on common core implementation and strategies to support instructional staff.	*	*	*	4,000 Title IIA	4,000 Title IIA	2,000 Title IIA	10,000
	Principal, Teacher-leader to attend professional development on Leadership and school turnaround.	*	*	*	4,000 Title I SUPES	4,000 Title I SUPES	4,000 Title I SUPES	12,000
CODE 80 Employee Benefits	Employee benefits as calculated on grant-funded FTE positions and teachers' extensions of service to participate in extended day teaching and professional development opportunities outside of the school day	46,575	19,546	19,546	*	*	*	85,667
	Other Federal, State or General Funds Employee benefits associated with the activities and positions listed in professional staff above.	*	*	*	199,356	205,376	205,376	610,108
CODE 90 Indirect Cost	DISTRICTWIDE EXPENSES Indirect Costs calculated at the District approved rate of 4.4%	21,073	10,537	10,537	*	*	*	42,147

Syracuse City School District SIG 1003 (g) Budget Narrative for HW Smith K-8 School

Category	Description of Budget Item	Proposed SIG allocation			Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
	Grand Total	$500,000	$250,000	$250,000	1,425,606	1,515,976	1,466,628	$5,408,210

M/WBE Documents Package

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

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

☐ = Required Field

Local Agency Information

Funding Source:	Title I School Improvement Grant 1003(g) SIG HW Smith
Report Prepared By:	Michael Puntschenko, Director of Special Programs
Agency Name:	Syracuse City School District
Mailing Address:	725 Harrison Street
	Street
	Syracuse NY 13210
	City State Zip Code

Telephone # of Report Preparer:	315-435-4140	**County:**	Onondaga
E-mail Address:	mpuntschenko@scsd.us		

Project Funding Dates:	6/1/14	6/30/15
	Start	End

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.

- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.

- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.

- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at http://www.oms.nysed.gov/cafe/guidance/.

SALARIES FOR PROFESSIONAL STAFF: 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
Extended Learning Teachers & Certified Staff - 17 Staff Teaching Assistants - 6 Staff	1 hr x 184 Days 1 hr x 184 Days	$6,000 stipend $3,000 stipend	$102,000 $18,000
School Year Planning & PD Extensions-school improvement team 5 team members X 88 hours each	440 hours	$30 per hour	$13,200
District Support Director of Operations	0.09	$129,577	$11,662
		Subtotal - Code 15	$144,862

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 Learning Non Certified Staff -nurse, clerical,	2 staff 1 hr x 184 Days	$2,500 stipend	$5,000
District Support Community Outreach Coordinator	0.09	$76,496	$6,890
		Subtotal - Code 16	$11,890

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
Professional development and training for instructional and administrative staff on improving the instructional program at the school by defining instructional priorities and supporting the development of systems. Includes coaching, data analysis support, job-embedded PD and feedback	Insight Education	Negotiated Flat Rate	$100,000
Professional Development consultants determined through a needs assessment conducted by the school improvement team once new staffing is in place to identify gaps in instructional knowledge and pedagogy.	TBD	TBD	$10,000
Costs for the Achievement Network to provide professional development to strengthen school-wide practice and culture of using learning standards and achievement data to get breakthrough results for students.	Achievement Network	Negotiated Flat Rate	$37,000
Stipend for 2 parents to participate on the turnaround school team.	2 TBD parents of enrolled students	2 X 60 hours X $15 per hour	$1,800
Contract with CBO partner to provide social-emotional, academic and skills enrichment programming during the Extended Learning Time	CBO Determined through planning process, ie, MOST, ESF, Syracuse Stage, Boys & Girls Club	$125 per student X 850 students	$106,250
		Subtotal - Code 40	$255,050

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
Instructional materials determined through a needs assessment conducted by the school improvement team once new staffing is in place to provide teachers with the ability to utilize manipulatives based upon differentiated instruction.	32 classrooms	$300 per class	$9,600
Supplies, Materials and Food for Parent involvement, engagement, community workshops, meetings and trainings	375	$10 per parent	$3,750
		Subtotal - Code 45	$13,350

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 Expenditure
Students - Field Experiences	Authentic learning experiences that support common core, Museums, Historical sites, etc	$225 per classroom X 32 classrooms	$7,200
		Subtotal - Code 46	$7,200

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			$9,718
Retirement	N.Y.S. Teachers		$25,713
	N.Y.S. Employees		$2,484
	Other		$0
Health Insurance (Including Vision)			$2,104
Dental Insurance			$212
Medicare			$2,273
Workers' Compensation Insurance			$4,071
Unemployment Insurance			$0
Other (Identify)			
		Subtotal - Code 80	$46,575

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)

$478,927

B. Approved Restricted Indirect Cost Rate

4.4%

C. (A) x (B) = Total Indirect Cost   Subtotal - Code 90

$21,073

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
	Subtotal - Code 30	0

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

Budget Summary

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	$144,862
Support Staff Salaries	16	$11,890
Purchased Services	40	$255,050
Supplies and Materials	45	$13,350
Travel Expenses	46	$7,200
Employee Benefits	80	$46,575
Indirect Cost	90	$21,073
BOCES Services	49	$0
Minor Remodeling	30	$0
Equipment	20	$0
Grand Total		$500,000

Agency Code: 4 2 1 8 0 0   0 1   0 0 0

Project #: (If Pre-assigned) 1 5

Tracking/Contract #: (Special Legislative Projects Only)

Federal Employer ID #: (New non-municipal agencies only)

Agency Name: SYRACUSE CITY SCHOOL DISTRICT

FOR DEPARTMENT USE ONLY

Funding Dates: From ___/___/___ To ___/___/___

Program Approval: Date: _____

Fiscal Year	Amount Budgeted	First Payment

Voucher # _____   First Payment

Log _____   Approved

Finance: _____   MIR

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.

2/27/14   Sharon L. Contreras
Date   Signature

Sharon L. Contreras, Superintendent of Schools
Name and Title of Chief Administrative Officer

M/WBE COVER LETTER   Minority & Woman-Owned Business Enterprise Requirements

NAME OF GRANT PROGRAM   1003(g) School Improvement Grant (SIG) - RFP# TA-14

NAME OF APPLICANT   SYRACUSE CITY SCHOOL DISTRICT

In accordance with the provisions of Article 15-A of the NYS Executive Law, 5 NYCRR Parts 140-145, Section 163 (6) of the NYS Finance Law and Executive Order #8 and in fulfillment of the New York State Education Department (NYSED) policies governing Equal Employment Opportunity and Minority and Women-Owned Business Enterprise (M/WBE) participation, it is the intention of the New York State Education Department to provide real and substantial opportunities for certified Minority and Women-Owned Business Enterprises on all State contracts. It is with this intention the NYSED has assigned M/WBE participation goals to this contract.

In an effort to promote and assist in the participation of certified M/WBEs as subcontractors and suppliers on this
project for the provision of services and materials, the bidder is required to comply with NYSED's participation goals through one of the three methods below. Please indicate which one of the following is included with the M/WBE Documents Submission:

☐   Full Participation – No Request for Waiver (PREFERRED)

☐   Partial Participation – Partial Request for Waiver

☑   No Participation – Request for Complete Waiver

By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contract
Typed or Printed Name of Authorized Representative of the Firm **SUZANNE SLACK**
Typed or Printed Title/Position of Authorized Representative of the Firm   **CHIEF FINANCIAL OFFICER**
Signature/Date *Suzanne Slack*   **FEBRUARY 20, 2014**

EQUAL EMPLOYMENT OPPORTUNITY - STAFFING PLAN

Bidder Name: Syracuse City School District
Address: 725 Harrison Street
City, State, ZIP: Syracuse NY 13210

Telephone: 315-435-5840
Federal ID No.: 15-6010157
RFP No: TA-14 1003(g) School Improvement Grant (SIG)

Report includes:
[ ] Work force to be utilized on this contract
[x] Contractor/Subcontractor's total work force

Reporting Entity:
[x] Contractor
[ ] Subcontractor - Name: _____

Enter the total number of employees in each classification in each of the EEO-Job Categories identified.

Race/Ethnicity - report employees in only one category

EEO - Job Categories	Total Work Force	Hispanic or Latino Male	Hispanic or Latino Female	Male White	Male African-American or Black	Male Native Hawaiian or Other Pacific Islander	Male Asian	Male American Indian or Alaska Native	Male Two or More Races	Male Disabled	Male Veteran	Female White	Female African-American	Female Native Hawaiian or Other Pacific Islander	Female Asian	Female American Indian or Alaska Native	Female Two or More Races	Female Disabled	Female Veteran
Executive/Senior Level Officials and Managers	38		1	11	4							17	5						
First/Mid-Level Officials and Managers	73	2		20	8							28	13	2					
Professionals	2,337	25	10	444	79		5	3				1,478	215	66	12				
Technicians	25			11	3		1					9	1						
Sales Workers																			
Administrative Support Workers	171			10	3		5					131	14	7	1				
Craft Workers	52	1		47	3							1							
Operatives	1			1															
Laborers and Helpers																			
Service Workers	254	6	3	124	51							37	29	4					
TOTAL	2,951	34	14	668	151		11	3				1,701	277	79	13				

PREPARED BY (Signature): *Suzanne Slack*

NAME AND TITLE OF PREPARER: Suzanne Slack, Chief Financial Officer
(print or type)

DATE: Februry 24, 2014

TELEPHONE/EMAIL: 315-435-4826

EEO 100

M/WBE CONTRACTOR GOOD FAITH EFFORTS CERTIFICATION (FORM 105)

PROJECT/CONTRACT # 1003(g) School Improvement Grant (SIG) - RFP# TA-14

I, SUZANNE SLACK
      (Bidder/Applicant)

CHIEF FINANCIAL OFFICER   of SYRACUSE CITY SCHOOL DISTRICT
     (Title)   (Company)

725 HARRISON STREET, SYRACUSE, NY 13210   (315) 435-4826
(Address)   (Telephone Number)

do hereby submit the following as *evidence* of our good faith efforts to retain certified minority- and women-owned business enterprises:

(1) Copies of its solicitations of certified minority- and women-owned business enterprises and any responses thereto;
    These will be submitted, if applicable, at such time as they have been generated.

(2) If responses to the contractor's solicitations were received, but a certified minority- or woman-owned business enterprise was not selected, the specific reasons that such enterprise was not selected;
    This information will be submitted, if applicable, at such time as we have received responses to solicitations.

(3) Copies of any advertisements for participation by certified minority- and women-owned business enterprises timely published in appropriate general circulation, trade and minority- or women-oriented publications, together with the listing(s) and date(s) of the publication of such advertisements;
    These will be submitted, if applicable, at such time as advertisements have been placed.

(4) Copies of any solicitations of certified minority- and/or women-owned business enterprises listed in the directory of certified businesses;
    These will be submitted, if applicable, at such time as solicitations have been generated.

(5) The dates of attendance at any pre-bid, pre-award, or other meetings, if any, scheduled by the State agency awarding the State contract, with certified minority- and women-owned business enterprises which the State agency determined were capable of performing the State contract scope of work for the purpose of fulfilling the contract participation goals;
    This information will be submitted, if applicable, at such time as we have attended such meetings.

(6) Information describing the specific steps undertaken to reasonably structure the contract scope of work for the purpose of subcontracting with, or obtaining supplies from, certified minority- and women-owned business enterprises.
    This information will be submitted, if applicable, at such time as contracts and/or scopes of work are finalized.

(7) Describe any other action undertaken by the bidder to document its good faith efforts to retain certified minority - and women- owned business enterprises for this procurement.
    The Syracuse City School District proposes to partner with a number of service providers as a function of this project. Among those already identified for possible partnerships include: Pearson, Insight Education Group, Inc., Mass Insight, Achievement Netowrk, Project Lead the Way/Rochester Institute of Technology. After funding is awarded, purchasing procedures will include all necessary steps to ensure good faith efforts to retain certified minority- and women-owned business enterprises.

Submit additional pages as needed.

Suzanne Slack
Authorized Representative Signature

February 20, 2014
Date

M/WBE 105

REQUEST FOR WAIVER FORM

BIDDER/APPLICANT NAME: SYRACUSE CITY SCHOOL
DISTRICT
ADDRESS: 725 HARRISON STREET

TELEPHONE: 315-435-4826
EMAIL: SSLACK@SCSD.US
FEDERAL ID NO.: 15-6010157

CITY, STATE, ZIPCODE: SYRACUSE, NY 13201

RFP#/PROJECT NO.: RFP# TA-14 -1003(g) School Improvement Grant

INSTRUCTIONS: By submitting this form and the required information, the bidder/applicant certifies that Good Faith Efforts have been taken to promote M/WBE participation pursuant to the M/WBE goals set forth under this RFP/Contract. Please see Page 2 for additional requirements and document submission instructions.

BIDDER/APPLICANT IS REQUESTING (check all that apply):

☑ **MBE Waiver** - A waiver of the MBE goal for this procurement is requested.

☑ **WBE Waiver** - A waiver of the WBE goal for this procurement is requested.

☑ Total   ☐ Partial _____ %

☑ Total   ☐ Partial _____ %

☐ **Waiver Pending ESD Certification**

(check here if subcontractor or supplier is not certified M/WBE, but an application for certification has been filed with Empire State Development)

Subcontractor/Supplier Name: _____   Date of application filing: _____

PREPARED BY (Signature): _Suzanne Slack_   DATE: _____ February 20, 2014 _____

SUBMISSION OF THIS FORM CONSTITUTES THE BIDDER/APPLICANT'S ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE M/WBE REQUIREMENTS SET FORTH UNDER NYS EXECUTIVE LAW, ARTICLE 15-A, 5 NYCRR PART 143, AND THE ABOVE REFERENCED SOLICITATION. FAILURE TO SUBMIT COMPLETE AND ACCURATE INFORMATION MAY RESULT IN A FINDING OF NONCOMPLIANCE AND/OR PROPOSAL DISQUALIFICATION.

NAME OF PREPARER: SUZANNE SLACK	FOR AUTHORIZED USE ONLY
TITLE OF PREPARER: CHIEF FINANCIAL OFFICER	REVIEWED BY: _____
TELEPHONE: (315) 435-4826	DATE: _____
EMAIL: SSLACK@SCSD.US	**WAIVER GRANTED** ☐ YES ☐ NO ☐ TOTAL WAIVER ☐ PARTIAL WAIVER ☐ ESD CERTIFICATION WAIVER ☐ NOTICE OF DEFICIENCY ☐ CONDITIONAL WAIVER COMMENTS:

/WBE 101