

ORIGINAL

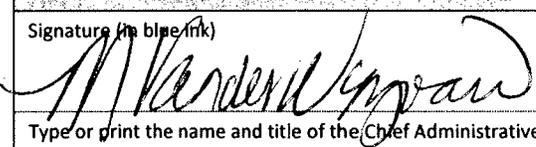
**New York State Education Department**  
**Application Cover Sheet**  
**School Improvement Grant (SIG) 1003[g]**

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			LEA Beds Code:
City School District of Albany			010100010000
Lead Contact (First Name, Last Name)			
Eileen Leffler			
Title	Telephone	Fax Number	E-mail Address
Grants Administrator	(518) 475-6081	(518) 475-6084	eleffler@albany.k12.ny.us
Legal School Name for the Priority School Identified in this Application			School Beds Code
Philip J Schuyler Achievement Academy			010100010043
Grade Levels Served by the Priority School Identified in this Application			School NCES #
Prek-5			360246005592
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)
336			676 Clinton Avenue Albany, NY 12206
School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input checked="" type="checkbox"/>	Closure <input type="checkbox"/>

**Certification and Approval**

I hereby certify that I am the applicant's Chief Administrative Officer, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project. I understand that this application constitutes an offer and, if accepted by the NYSED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to NYSED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue/ink) 	Date 6-6-13
Type or print the name and title of the Chief Administrative Officer Marguerite Vanden Wyngaard, Ph.D.	
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**RECEIVED**  
 JUN 7 2013

ORIGINAL CONTRACT ADMINISTRATION NB

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

Documents for Submission	Checked – applicant	Checked – SED
Application Cover Sheet <i>(with original signatures in <u>blue ink</u>)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proposal Narrative <i>(Including District-level Plan, School-level Plan)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment A Consultation and Collaboration Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment B School-level Baseline Data and Target Setting Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment C Evidence of Partner Effectiveness Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment D Budget Summary Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FS-10 Form for the Year One Implementation Period.FS-10 available here: <a href="http://www.oms.nysed.gov/cafe/forms/">http://www.oms.nysed.gov/cafe/forms/</a>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Budget Narrative	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Memorandum of Understanding <i>(only if proposing a Restart model)</i>	N/A	<input type="checkbox"/>
<p><b>SED Comments:</b>                  Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Reviewer:</b> _____ <b>Date:</b> _____</p>		

**I. District-level Plan****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.**

The City School District of Albany is a Focus District with three schools designated as Priority and twelve schools designated as Focus. As a result, the district is engaged in a comprehensive planning for systemic change effort that will dramatically shift the design, delivery, performance and partnership in the district and the local community. This systemic change effort will positively impact the district's performance in student learning, staff morale, parent satisfaction and community engagement.

Under the leadership of Superintendent, Dr. Marguerite Vanden Wyngaard and the Albany Board of Education in partnership with Webb and Associates, the University of Washington Center for Education Leadership (CEL) and TeamWorks International Inc., the district is implementing the NYSED Systemic Supports for District and School Turnaround Grant program to design and deliver a new and aligned way of providing educational leadership through excellence in governance, excellence in management and excellence in consultation. Through this partnership, a new Strategic Roadmap for the district that reinforces and differentiates the key roles of governance and management has been developed. The district cabinet and consultants have begun the design of a comprehensive Strategic Plan 2020 and its key elements of a 3 Year Operational Plan and overall Theory of Action needed to for district and school turnaround. The overall approach for the district's Theory of Change and Strategic Directions is to: "Design and deliver a new exquisite design in teaching, learning, and accountability".

Additional theories of action guiding key district strategies to support the lowest achieving schools include the provision of a research-based approach to improving teacher and leadership effectiveness in instruction and learning. Central to this research and to the theory of action of the CEL is the belief that classroom instruction will only improve at scale if central office leaders transform their practices to more keenly focus on supporting the improvement of their principals' instructional leadership skills. Teacher and instructional coach support through embedded professional development is based on the research from the Gates Foundation Measuring Effective Teaching (MET) study. This also aligns with the theory of action that student achievement will not improve unless teachers are given the support they need to incorporate highly effective teaching practices into their instruction.

- 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.**

Through the systemic change efforts, the district will have a redesigned District Cabinet that reinforces and differentiates the key roles of governance and management for supporting the turnaround of all schools, in particular its lowest performing Priority Schools.

This will be accomplished through the Strategic Plan 2020 to be implemented over the next three to five years. The strategic directions include the focused use of resources to:

- A. Increase learning for ALL students and dramatically narrow the achievement gap
- B. Provide a comprehensive P – 12 educational program with personalization, academic and core life skills development, choice and quality
- C. Increase family and community engagement, connection, ownership and partnership

D. Increase life-long educational opportunities through community partnerships and investments with clear impact and value

E. Provide an recognized educational leadership system with excellence in governance, management and consultation

Partners- Webb and Associates, the University of Washington Center for Education Leadership (CEL) and TeamWorks International Inc. are embedded in the district to facilitate systems alignment to strengthen governance structure and practices as well as administrative relationships with a focus on transformational school improvement efforts. This includes building of central office and school building leadership capacity and cohesiveness through redesign planning, professional development, coaching and facilitation.

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

The district is well positioned to build upon current strengths for system-wide improvement for **all** schools in the district. Through the work under Race to the Top initiative, the district has begun the work to continually align the curriculum with the Common Core Learning Standards, identify and implement a Data Protocol, and fully implement the district's approved APPR for teacher and principal evaluation. The Systemic Supports for District and School Turnaround Grant has provided the district with an unprecedented opportunity to build on these efforts to:

- Shift the focus to teaching and learning ensuring quality instruction in every school and classroom, every day.
- Dramatically shift the design, delivery, performance and partnership in the district and the local community.
- Provide the structures and focused support and resources to the central office and building leadership.

The district is committed to educating and preparing **all** students for college and career, citizenship and life.

**I. District-level Plan****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.**

The City School District of Albany will provide operational autonomies for Philip Schuyler Achievement Academy (SAA) in the areas of staffing, school-based budgeting, and use of time during and after school. In exchange for these autonomies, the district expects and holds SAA accountable for full implementation of the School Improvement Grant School Plan articulated in this proposal. The expectation includes implementing the Transformation model with fidelity and meeting the goals for increased student achievement and leading indicator measures. **Staffing:** The building principal and leadership team, in collaboration with the Human Resources Department and bargaining unit, designed the process for identifying the core competencies and characteristics of the staff needed to implement the selected Transformation model. The Human Resources Department will provide full autonomy to the school for assigning the appropriate staff necessary to implement the model. This includes any recruited staff for new hire. Unlike the process for other schools in the district, the principal at SAA plays a more central role in identifying the teacher profile, selection and assignment staff. **School-based budgeting:** As part of this grant proposal development, the principal at SAA was provided full autonomy for the use of allocated school level general funds. The school based budget for the School Improvement Grant was developed based on the Transformation Model plan and the resources necessary for implementation. As the leader for the school and the Transformation Model at SAA, the principal was the lead for the budget development and allocation of funds. **Use of time during and after school:** The SAA Building Leadership Team (BLT) in collaboration with the faculty at-large had sole authorization for identifying the use of time during the school day and afterschool. The team worked to review input received from families, scheduling options that would meet the daily academic, social and emotional needs of the students as well as the extended day models and services that would best meet the needs for students and their families. Additionally, the use of time during, before and after school for embedded professional development and common planning time for teachers was developed by the BLT. The daily class schedules for core instruction, supplemental instruction, increased learning time and common planning time for teachers was exclusively developed by the BLT in collaboration with the faculty at-large and bargaining unit. Different from the other schools in the district, SAA was provided independence for developing a proposed daily schedule that would operate outside the contractual parameters for professional development, start and stop times, as well as structure for delivery of core instruction.

- 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 City School District of Albany (CSDA) and its Board of Education agree to support the full implementation of a Transformation model at Priority School – Philip J. Schuyler Achievement Academy (SAA). In doing so, the BOE agrees to formally review and adopt procedures for providing the school with the appropriate autonomy, operating flexibility and support necessary for reducing any barriers and overly burdensome compliance requirements to

implement the activities associated with the model. See attached jointly signed letter attesting to this provision submitted with the Supporting Labor Management documentation in iii.

(Operational Autonomies BOE).

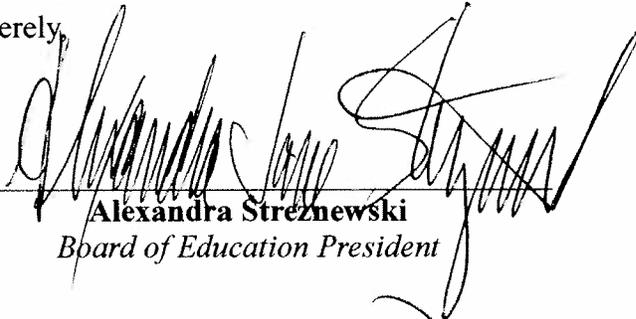
**iii. Submit as additional evidence, supporting labor-management documentation such as formally executed thin-contracts or election-to-work agreements, or school-based options, that state the conditions for work that match the design needs of Priority School.**

The City School District of Albany (CSDA) and Albany Public School Teachers Association (APSTA) agree to support the full implementation of a Transformation model at SAA. In doing so, APSTA agrees to discussions related to obstacles and activities that will be subject to negotiating collective bargaining agreements with the goal of identifying and resolving contractual barriers through the negotiation and MOA process. See attached jointly signed letter attesting to this provision (Supporting Labor Management Documentation).



This letter is being written in support of the School Improvement Grant 1003(g) for Priority School – Philip J. Schuyler Achievement Academy (SAA). The City School District of Albany (CSDA) and its Board of Education agree to support the full implementation of a Transformation Model at SAA. In doing so, the BOE agrees to formally review and adopt procedures for providing the school with the appropriate autonomy, operating flexibility and support necessary for reducing any barriers and overly burdensome compliance requirements to implement the activities associated with the model.

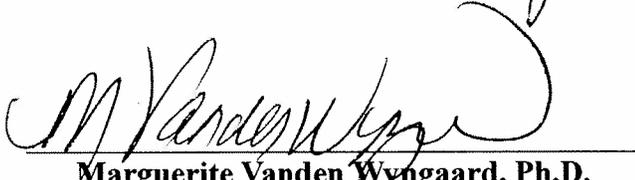
Sincerely,



**Alexandra Streznewski**  
*Board of Education President*

5-22-13

Date



**Marguerite Vanden Wyngaard, Ph.D.**  
*Superintendent of Schools*

5-20-13

Date



This letter is being written in support of the School Improvement Grant 1003(g) for Priority School – Philip J. Schuyler Achievement Academy (SAA). The City School District of Albany (CSDA) and Albany Public School Teachers Association (APSTA) agree to support the full implementation of a Transformation Model at SAA. In doing so, APSTA agrees to discussions related to obstacles and activities that will be subject to negotiating collective bargaining agreements with the goal of identifying and resolving contractual barriers through the negotiation and MOA process.

The District expressly acknowledges that APSTA, by signing, has not waived any right it has to negotiate terms and conditions of employment, nor has it waived any rights it has to grieve contractual violations caused by the implementation of the Transformation Model.

Sincerely,

A handwritten signature in cursive script, appearing to read "M. Vanden Wyngaard".

**Marguerite Vanden Wyngaard, Ph.D.**  
*Superintendent of Schools*

A handwritten date "5-28-13" in cursive script.

Date

A handwritten signature in cursive script, appearing to read "Cathy Corbo".

**Cathy Corbo**  
*President, Albany Public School  
Teachers' Association*

A handwritten date "5-30-13" in cursive script.

Date

## I. District-level Plan

### 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 district-level that are responsible for providing oversight and support to the LEA's lowest achieving schools.**

The senior leadership at the district level responsible for directing and coordinating the district turnaround efforts is the Director for Curriculum, Instruction and Transformation (CIT) and Instructional Leadership Director (ILD). These senior leaders will provide oversight and support to Priority Schools with support from the external partners for Systemic Support for District and School Turnaround. The CIT will provide the oversight for the implementation of the School Plan as articulated in the School Improvement Grant (SIG) proposal. The ILD will support the building principal to increase their capacity as a means of improving teaching and learning. See attached organizational chart.

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

The ILD and CIT leadership positions are a branch of the central office and will meet weekly to monitor progress and to ensure coordinated and consistent implementation of the school plan under the district's Strategic Plan 2020 and the Strategic Roadmap. The nature of the ILD and CIT positions and the management structures they work from are designed to work in concert to provide the principal with the instructional leadership support and accountability structure necessary for implementing the identified strategies for improving student achievement. The ILD will meet with the principal twice monthly for leadership support specific to SAA's Transformation model. The CIT will meet monthly with the SAA's Building Leadership/School Improvement Team to monitor the progress of the school improvement plan. This team will utilize the **Plan- Do- Study- Act** model for improvement. They will identify, collect, and analyze the evidence and data necessary to determine progress to date with implementation, identify any changes/actions to make, next steps, potential barriers/solutions, and supports necessary to carry out the next cycle. The CIT is the conduit back to the central office and external partners to ensure solutions and support are provided to the school. Partners TeamWorks International Inc. and Webb and Associates will provide district and SAA leadership coaching and consultation for whole system strategic growth and change and support with progress monitoring the implementation of the Strategic Roadmap and Transformation model.

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

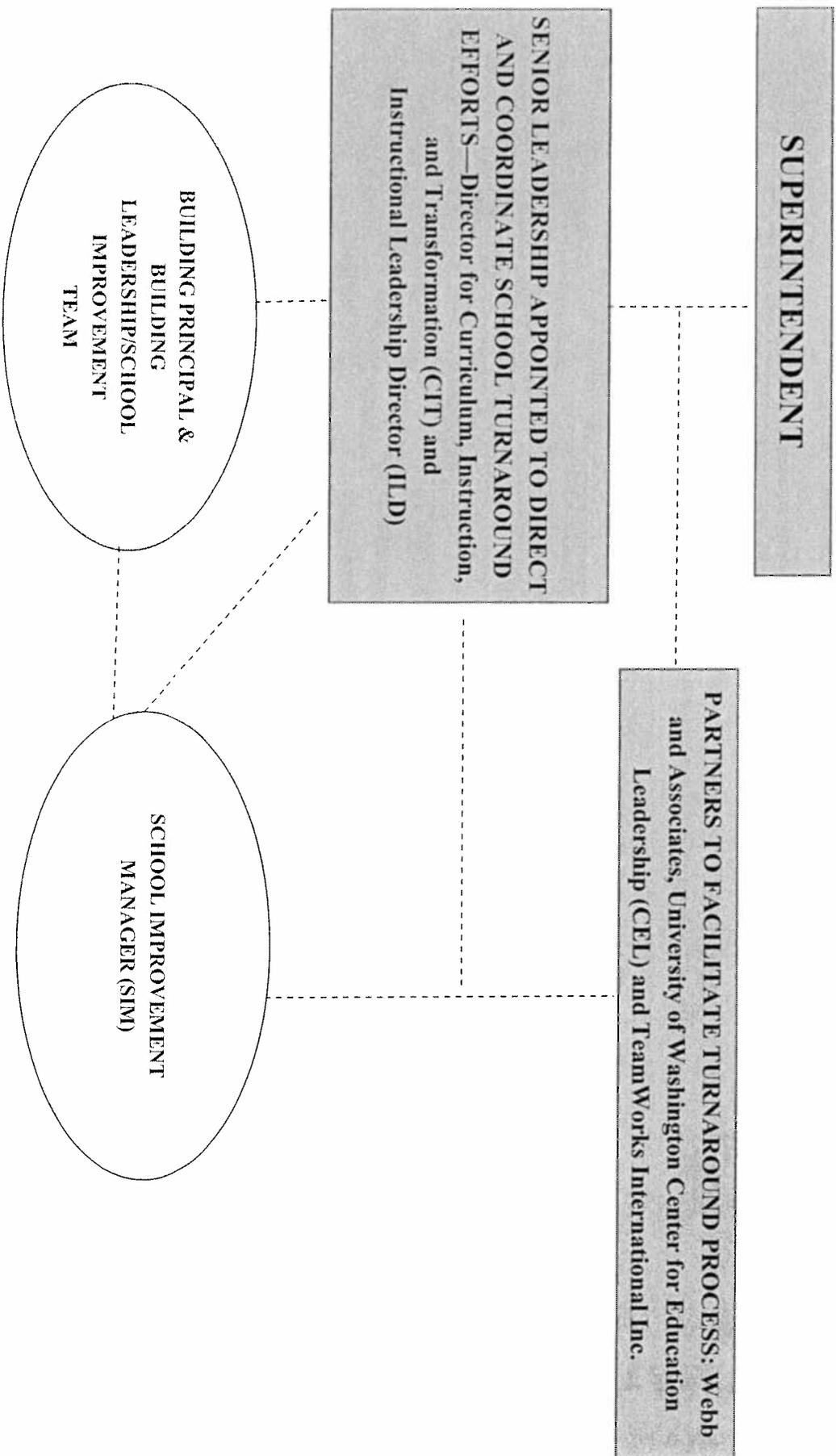
The CIT will be responsible along with the building principal for facilitating the monthly School Improvement Team meetings to conduct the **Plan- Do- Study- Act** for the Transformation model implementation. The ILD will be responsible for the delivery of the twice-monthly meetings with the building principal for leadership support. Partners Webb and Associates and the University of Washington Center for Education Leadership (CEL) and TeamWorks International will be in

City School District of Albany 2013-2016

**New York State Education Department:**  
Local Education Agency (LEA) 1003(g) School Improvement Grant Application  
Under 1003(g) of the Elementary and Secondary Education Act of 1965

district one-two weeks each month to provide consultation and coaching for implementing the Transformation model in the context of the Strategic Roadmap.

### DISTRICT ACCOUNTABILITY AND SUPPORT ORGANIZATIONAL CHART



## I. District-level Plan

### 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.**

While the percentage of minority students and those living in high poverty vary across the district's schools, all of the school's in the district have a disproportionately high percentage of students that fall into these categories. For this reason, the district's Human Resources Department has a system for recruiting and attracting teachers and leaders both locally and regionally, as well as through established connections within the Albany community that are knowledgeable and experienced in working with a high poverty, diverse student population. Holding a standard for recruitment that matches the entire district's profile and need ensures that all students in all schools have equal access to high quality teachers and leaders. The district will only hire and retain highly qualified teachers and leaders ensuring that they meet NYS certification standards.

The Human Resources Department has a rigorous screening process whereby they examine applicants and references prior to selecting candidates for the full interview process. During this process, applicants are screened against criteria that seek to identify the most qualified candidates with experience in an urban environment. During the interview process candidates are asked questions related to diversity. The purpose is to engage the candidate in a conversation about poverty and diversity to get a sense of the candidate's values surrounding our district's population.

#### 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.**

The district's hiring process is designed to ensure that only highly qualified teachers and principals are employed to so that students have equal access. The following alterations will be made for the purpose of expediting the hiring process: Collaborate with our teacher and administrator's unions; Post vacancies as **Anticipated** openings; Establish clear timelines to avoid delays; Hold special Board of Education meetings for appointment of staff to ensure timely start.

#### 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.\***

The district-wide training programs to build the capacity of school building leaders include: **1)** Monthly meetings with the Superintendent for group leadership development aligned to the Strategic Plan 2020 and the Strategic Roadmap and expectations, especially as outlined in the VisionCard Performance Management System **2)** Webb and Associates along with Washington Center for Education Leadership (CEL): guided *learning walks* for the purpose of developing a common language and shared vision for high quality instruction **3)** Twice monthly

Principal Professional Learning Communities lead by the Instructional Leadership Director (ILD) and Webb and Associates with CEL 4) Partnership Leadership Academy - VisionCard Performance Management System, development of Partnership Leadership capacity and uses of FrameWorks tools and processes for building principals-TeamWorks International.

As a district designated as Focus with three Priority schools and 12 Focus schools, the intent of the district is to implement programs for effective leader development in all schools across the district. These programs support the necessity for a systemic alignment of program and practice with specific focus and additional support and development of the leader in the newly designated Priority school for which this grant proposal has been developed for- SAA. Specific leadership support and development associated with school turnaround efforts is essential for the successful implementation of the Transformation model at SAA. There are particular leadership skills and competencies necessary to implement and sustain the efforts for transforming teaching, learning and school culture and climate. A focus and development of these competencies in schools already in the accountability system are proactive measures for school improvement to eliminate the designation and move schools to excellence.

The monthly meetings with the Superintendent are structured sessions where principals and other district leadership communicate, collaborate and learn as a community. Each session has a specific focus aligned to the goals and mission of the Strategic Roadmap and needs of the learning community each principal is responsible to lead.

The monthly guided *learning walks* conducted by Webb and Associates along with Washington Center for Education Leadership (CEL) utilize CEL's 5 Dimensions of Teaching and Learning to guide the process. The 5 Dimensions of Teaching and Learning include: Purpose; Student Engagement; Curriculum and Pedagogy; Assessment for Student Learning; Classroom Environment & Culture. Each Dimension embodies the following Core Ideas: Equity-each every student; Student role in their own learning; Student independence with their learning task; Rigorous intellectual work.

Groups of principals participate in guided learning walks in each other's schools for the purposes of developing a common language and shared vision of high quality instruction and expertise in leading instructional improvement in their low performing schools and refining their skill with providing feedback to teachers in the evaluation process. Each walk has a focus within one of the 5 Dimensions. The group identifies the "look for" on the walk, conducts the walk to collect the evidence and descriptive data around the dimension, reflects on the implications of their own learning as well as for system learning and determines next steps based on the findings.

The ILD is a master teacher of principals responsible for helping them to increase their instructional leadership capacity as a means of improving teaching and learning in their school. The ILD is specifically trained by Washington Center for Education Leadership (CEL) using a researched based curriculum. The ILD will use best practices in developing instructional leaders by working with principals in groups. In working with principal groups, the ILD develops principal professional learning networks. The ILD collaborates with the central office to provide the necessary resources to support principal's instructional leadership.

The Partnership Leadership Academy is a model for human dynamics and processes for working together whereby TeamWorks International provides training and support to principals for the VisionCard Performance Management System and use of FrameWorks tools.

The goals of the district-wide training for building leadership capacity are: **1)** 100% participation in all sessions **2)** 100% of principals will demonstrate growth in performance as measured with

the selected principal evaluation tool including student growth, and school culture and climate  
**3)100%** of principals will demonstrate growth in Partnership Leadership approaches, practices and processes in their daily work

**Outcome 1:** ILDs will demonstrate measurable increases in their ability to develop the instructional leadership performance of principals as described in Albany's high priority standards aligned to the principal evaluation tool.

**Outcome 2:** Superintendent will develop and communicate a theory of action focused on improving student achievement and teacher practice and develop and execute a plan for developing, supporting and monitoring of ILDs.

**Outcome 3:** Principals and instructional coaches will develop a shared understanding of the 5Dimensions of teaching and learning and learn strategies to share learnings with teaching staff.

**Outcome 4:** ILDs, principals and instructional coaches will demonstrate measurable increases in their ability to provide feedback to teachers.

- 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.\***

A newly proposed program is the Studio Classroom model for building instructional capacity. The Studio Classroom is a powerful adult learning model that uses expert coaching to develop instructional expertise through demonstrations, modeling, and coaching in context. Studio teachers develop expertise following the pedagogy of the Gradual Release of Responsibility Model (To-With-By). Webb and Associates and the University of Washington Center for Education Leadership (CEL) will provide this training at SAA as part of their school-specific embedded training and professional development (See Section I of School Level Plan) as well as district-wide to a cohort of teachers and leaders at other selected identified Focus and Priority schools as part of the Systemic Supports for District and School Turnaround. Webb and Associates, the University of Washington Center for Education Leadership (CEL) will be embedded in the selected schools for one week each month throughout the grant period to implement this model. The district's instructional coaches will provide coaching in the studio school between these one week sessions to ensure continued support throughout. All teachers in the studio school will participate in the Studio Classroom cycle of professional development.

**Outcome 1:** Teachers, instructional, principals and ILDs will develop a shared understanding and shared instructional practices ELEMENTARY MATH and will developing designs and structures to implement the learnings through a Math studio professional development model.

**Outcome 2:** Teachers, instructional, principals and ILDs will develop a shared understanding and shared instructional practices in ELEMENTARY LITERACY and will developing designs and structures to implement the learnings through a literacy studio professional development model.

**Outcome 3:** Teachers, instructional, principals and ILDs will develop a shared understanding and shared Partnership Leadership practices and will apply FrameWorks processes and tools effectively in their shared work.

**I. District-level Plan**

**District- Offered Trainings Chart**

<b>Training Event</b>	<b>Date</b>	<b>Agent/Organization Responsible for Delivery</b>	<b>Desired Measurable Outcomes</b>	<b>Method for Outcome Analysis</b>	<b>Rationale</b>	<b>Why Critical</b>
Superintendent Monthly meetings with Principals	Third Thursday of each month	Dr. Marguerite Vanden Wyngaard, Ph.D.	Changed organizational functioning aligned to the Strategic Plan Shared Leadership vision across the district Continuous improvement around expectations outlined in the Strategic Roadmap	Observation Focus Groups MPPR	Need for improved student outcomes district-wide  Need for leadership across the district that will guide change aligned to the Strategic Plan and Roadmap	Accountability  To accomplish the directions and goals of the Strategic Plan
Guided Learning Walks	Oct. 7-8 Nov. 13-14 Jan. 13-14 Feb. 10-11 March 24-25	Webb and Associates along with Washington Center for Education Leadership (CEL)	Common language and shared vision of high quality instruction across the system (teachers and leadership) Quality	Evidence of the 5D visions derived from learning walks Focus Groups	Teaching and Learning expectations to ensure graduating students college and career ready New teacher and principal	Percent of Students at below proficiency levels across the system Accountability

			instruction in every classroom		performance expectations	
Instructional Leadership Director (ILD) Twice Monthly Principal PLC	First and Fourth Wednesday of each month	City School District of Albany ILDs Webb and Associates Coach	Increased leadership capacity of principals Development of Principal professional learning networks	MPPR Focus Groups Surveys of sessions Evidence of professional networks	Need for true instructional leaders at every school who lead for improvements in the quality of teaching and student learning	Need for leadership skilled to lead for high level of instructional improvement with increased performance results
Studio Classroom Coaching	Aug. 26-27 Oct. 16-18 Oct. 29-30 Dec. 3-4 Jan. 21-22 March 18-19	Webb and Associates along with Washington Center for Education Leadership (CEL)	Complete Studio Classroom cycle –functioning model for embedded professional development and school wide high quality learning	Debriefing of lessons Observations	Student achievement depends on providing the support teachers need to implement highly effective teaching practices	Transformational change cannot occur without sustained embedded support /model for continuous growth
Partnership Leadership Academy	July 29 – 30 or August 5 – 7 2013  Closing Retreat Day in May, 2014	Team Works International	Foundations of Partnership Leadership School VisionCards Continuous Improvement	Checkout survey	Orientation and comparison / contrast to current approaches and practices Assessment	New approach to leadership  New approach to performance accountability

Partnership Leadership Academy	2 Day Retreat in July or August, 2014	Team Works International	Adding the skills of <i>Clear Leadership</i> and <i>Managerial Moments of Truth</i> to Partnership Leadership	Checkout survey Personal Leadership Development Plan	of culture & preferences Managing interpersonal mush and individual / team performance	New approach to leadership New approach to performance accountability
Partnership Leadership Academy	2 days each of the months of October, December, 2013 and February and April, 2014	Team Works International	Decision making and guiding change Individual and group professional transitions and development Understanding the power of personality, differences and how to manage well across those differences Managing trust / mistrust as well as partnership / isolation School-based	Checkout survey Monthly coaching and leadership journal review Final presentation of learning, impact and change	Current processes are not explicit, documented, and do not exist as "owned" by the school staff, rather are reserved for individual principal style, personality & preferences	New approach to leadership New approach to performance accountability New tools and practices for school capacity development and daily work



## **I. District-level Plan**

### **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 district has a long standing local procurement policy for recruitment and screening of partners and support resources. Request for proposals that specifically outline the intended service are issued. A screening team is selected to review all proposals and evaluate them against the contract award rubric developed for that service. Recommendations are made to the Board of Education for approval and acceptance. Upon approval, formal Memorandums of Understanding (MOU) and/or contracts are formulated and executed by both parties. A lead district liaison for the partnership is assigned to manage, coordinate and evaluate the partnership.

This policy and process was implemented for selecting the external partners for the Systemic Supports for District and School Turnaround Grant. These partners were deemed the partners for providing support to Priority school-SAA due to the direct alignment with the key strategies and goals for school turnaround in both grant projects. These partners will extend and provide additional and specific support to SAA as part of the implementation of the Transformation model. Having continuity with the partnerships and relationships for supporting school turnaround is essential for the success of the program.

- 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.**

Under the Systemic Supports for District and School Turnaround Grant, SAA currently has access to the selected partners. For the additional supports to SAA under this School Improvement Grant, the district will ensure budgetary allocation within the school level budget where needed prior to September 1, 2013. This will not require any modifications to standard processes for procurement or budget timelines.

- 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.**

The district has responsibility for initiating and conducting the procurement policy for identifying, screening, selecting the partner organizations. The district, in consultation with the principal of SAA, selected to expand the services of the partners selected under the Systemic Supports for District and School Turnaround Grant due to the direct extension and alignment of their work in the district to build support systems and structures for comprehensive district reform.

Webb and Associates, the University of Washington Center for Education Leadership (CEL) and TeamWorks International Inc. are in district every other week and will continue to be throughout the summer. Their work with SAA under the School Improvement Grant will be supplemental, additional services specific to the school's needs. The district will ensure budgetary allocation within the school level budget where needed prior to September 1, 2013 as well as funds from the School Improvement 1003(a) funds available to SAA.

**I. District-level Plan****F. Enrollment and Retention Policies, 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.**

The ELL population across the elementary schools in the district ranges from 1% to 14% with 9% at Philip J Schuyler Achievement Academy (SAA). Of the 12 schools with students in grades Prek-5, 50% have an ELL population ranging from 5-9%, 42% with a 12-14% range, and .08 with 1%. The percent ranges across the district for the ELL population are not disparate. The percent of special education students across these schools ranges from 6% of the student population to 23% with SAA at 23%. SAA serves SWDs through the direct consultant services, the co-teach model in three classrooms and two self-contained special education classrooms. Students are not excluded or enrolled in schools based on performance or identification as SWD or ELL.

- 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.**

The district offers equitable programs across the district for all students including SWDs and ELLs. Students are enrolled in schools according to the catchment area associated with the elementary and middle school attendance zones. In situations where particular requests for school placement are made, they are resolved on a case by case basis with the Superintendent's office.

- 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.**

There are no circumstances, policies or practices where there are incentives of any type for Priority schools to enroll more SWDs, ELLs or students performing below proficiency.

## **I. District-level Plan**

### **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.**

Upon the announcement of the School Improvement Grant round one in November of 2012, the Superintendent, Assistant Superintendent for Elementary Instruction and Administrator for Grants and Program Development met with the building principal of SAA to conduct an initial analysis of the grant and develop a schedule for program development including consultation and collaboration with the principals' and teachers' labor unions. A series of meetings were held from December through January with the Building Leadership Team, SAA faculty and union leaders from both the principals' and teachers' bargaining units. It was determined that we would wait to pursue the grant when round two was announced in the spring to allow for more comprehensive consultation, collaboration and program development. These groups continued to meet around the development of the plan on a monthly basis up until the announcement of round two of this application. After the round two announcement, the bargaining unit, district and school leaders had regular meetings, emails, and phone conferences around the program development and potential areas for negotiation that will need to be resolved to fully implement the proposed plan.

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

See Attachment A.

Attachment A  
 Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature does not indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed in the "Summary Documentation" box and submitted to NYSED on this form.

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink)  Type or print name Kimberly Wilkins	6/6/13	If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)  Type or print name Cathy Corbo	5-30-13	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)  Type or print name Danae Holland	5/23/13	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.

## II. School-level Plan

### A. School Overview

- i. **Provide and describe the clear vision, mission, and identify one to three goals of the proposed model, to be achieved at the end of three years of implementation of this plan. (Specific goals/targets for student achievement should be identified 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.**

The mission of the Philip J Schuyler Achievement Academy (SAA) is to create a positive, child-centered learning environment that sets high standards for achievement and success. All staff, families, and the community will work together to foster a nurturing and enriching atmosphere that will produce life-long learners and involved, respectful, and responsible citizens. There is a shared vision for improved student achievement through the implementation of the Common Core Learning Standards (CCLS), data collection and reflection to drive and differentiate instructional practices, and creation of a safe learning environment.

The mission and vision of SAA is consistent with the Albany Promise Initiative launched in the spring of 2012. The Albany Promise Initiative is a cross-sector partnership in which community leaders and residents work within an Action Team framework to support a shared cradle-to-career vision for education. The Albany Promise Initiative comprised of education, community, business, civic, and philanthropic leaders, focuses on significantly improving the educational and developmental outcomes of children and youth in the city's most needy neighborhoods. The rationale of a cradle-to-career civic infrastructure is to ensure that the community targets the needs of every child along the educational continuum so that they have the support they need to succeed academically.

As a key convener and partner of the Albany Promise Initiative, the City School District of Albany (CSDA) embodies this shared vision and mission and proposes to implement a Transformation model at SAA designed to systematically improve student achievement. The goals of the proposed model are to:

- Develop systems and structures that build the capacity of the principal and all instructional staff for increased student achievement
- Fully align and implement curricula to the CCLS that promotes rigor and high levels of student engagement
- Increase family and community engagement through a comprehensive plan

This will be achieved through:

- A redesigned educational program at SAA for aligning and implementing rigorous curriculum with the CCLS, using data to drive instructional decisions and articulate student growth goals/plans, providing the necessary student and family supports for maximum results, and creating embedded professional learning communities for continuous teacher and leader growth.
- An expanded Full Service Neighborhood School Model at SAA to include an Extended Day Program offering after-school differentiated academic programming for children PreK-5, enrichment programs aligned to themed college and career pathways, parent involvement/engagement activities, including education opportunities for job acquisition and career development, and social/emotional and health services.

In partnership with Webb and Associates, the University of Washington Center for Education Leadership (CEL), and TeamWorks International Inc., SAA will:

- Implement a Studio Classroom Professional development model. The studio classroom with a studio teacher is a model for powerful adult learning that uses expert coaching to develop instructional expertise through demonstrations, modeling, and coaching in context.
- Participate in training in the use of TeamWorks' VisionCard Performance Management System at the school level, and use of the FrameWorks tools and processes to develop Partnership Leadership capacity (teacher and leader) within the school's Professional Learning Communities for continuous improvement.

Additionally, SAA will:

- Implement a re-designed daily schedule that provides for interdisciplinary blocks of uninterrupted instructional time, specific blocks of time for focused RtI supplemental instruction, common planning /PLC time built into the schedule, and daily extended day programming.
- Use the Leadership and Learning Centers' Rigorous Curriculum Design process for developing units of study and common formative assessments aligned to the CCLS.
- Create and implement Professional Learning Communities inclusive of all teachers and staff for collaborative analysis of student data to drive instruction.
- Expand the Full Service Neighborhood School Model in partnership with the Albany Promise Initiative and community agencies to provide expanded learning time programming as well as family and community engagement programs and services that will support students and families socially, emotionally, physically and cognitively.

## II. School-level Plan

### 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).

See completed Attachment B.

#### 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).

The Philip J. Schuyler Achievement Academy (SAA) currently enrolls 336 students from prekindergarten to grade five. Most students identify as ethnic minority (90%). Specifically, two-thirds of the student population is African-American, 16 percent is Hispanic, 6 percent is Asian and another 1 percent is American Indian or Pacific Islander. The percentage of children eligible for free-or-reduced-price lunch is nearly one-third greater than the district-wide rate of 63 percent. More than 80 percent of children at SAA qualify for free-or-reduced lunch. Other student groups with unique needs at SAA include 32 ESL children and 77 students identified for special education services. Nearly one-quarter of all students at SAA have been identified with special needs (77 out of 336 = 23%). Children also face academic and behavioral challenges, as evidenced by 138 students who have missed at least 10 days so far during 2012-13 due to unexcused absence or suspension. This means that 41 percent of students have missed a significant portion of instructional days offered.

#### 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.

A State Education Department led team conducted a three-day in-depth school site review from January 28 – 30, 2013. The team used the Diagnostic Tool for District and School Effectiveness (DTSDE) and gathered evidence for Tenets 2 – 6. These areas consisted of: **School Leader Practices and Decisions; Curriculum, Development and Support; Teacher Practices and Decisions; Student Social and Emotional Developmental Health, and; Family and Community Engagement.** Every classroom was visited and reviewed by at least one member of the team, small and large group student focus groups were conducted, the principal received an extensive interview, grade level meetings were attended, a parent focus group was held and an inclusive vertical teacher meeting was conducted. Evidence from all of these sources along with an extensive review of school documents (Professional Development offerings, notes from Building Level Team Meetings, PBIS Committee meetings, student behavior and academic trend data, the Special Education Walk-Through conducted by the SESIS, faculty meeting minutes, notes from grade level meetings, RtI documents, and others) led to findings of strengths and areas for improvement. The principal received a debriefing statement as part of the exit interview, and corroborated the general findings.

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

The school leader has a clearly articulated vision for school improvement that is beginning to create a school culture that leads to student success. However, the systems and structures that drive staff practice are not fully established, which limits how the school community understands and works together to create that vision. While the school leader has a vision supported by

specific, measureable, ambitious, results- oriented and timely goals, shared knowledge and ownership by families, students, and members of the community has not been achieved, limiting key stakeholder contributions to the goals. Students are primarily aware of behavioral and not academic goals, and parents are generally unaware of academic goals, the reason they were selected or how they can contribute to their child's success.

The school leader encourages staff to use systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes and the creation of a plan of action that includes feedback loops and examples of best practices. A variety of data is obtained from AIMSWeb, Response to Intervention (RtI), Northwest Evaluation Association Measures of Academic Progress and Positive Behavioral Intervention Supports (PBIS) and is used as benchmarks to inform changes in instructional practice and student grouping. Monitoring and reporting systems are interlinked; members of key school committees are represented on the Building Leadership Team (BLT) and committee and grade level teacher meetings link directly to the prioritized goals established in the School Comprehensive Education Plan (SCEP). Sharing occurs at principal led professional development (PD), teacher lead PD and at grade level meetings. These school leader practices support progress towards mission critical goals. The school leader earned an Effective rating for making strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals can be achieved. A fully functional system is in place to conduct targeted and frequent observations of teachers that tracks the progress of teacher practices based on student data, feedback and professional development opportunities and holds administrators and staff accountable for continuous improvement.

The school is in the initial stages of aligning curricula and assessments to the CCLS. The curriculum does not provide rigor or high levels of student engagement and is not modified for identified subgroups. Staff have received initial PD on ELA and Mathematics CCLS, but is not able to align their daily lesson plans in conformance with the Standards. The mathematics text book is the curriculum and unit development in mathematics is incomplete. Gaps in alignment in mathematics have not been addressed and therefore students are not provided with the concepts or strategies for their academic success. Staff meets by grade level (including special education teachers) weekly to collaborate on lesson plans and instructional strategies, however these meetings do not specifically invoke the CCLS or underlying shifts to ensure alignment, rigor, appropriate instructional supports or assessment. Strategies that promote higher order thinking skills were not widely observed in classroom visits and students are not provided with a wide array of strategies to engage in learning, such as the use of multi-sensory teaching tools for varied learners. Lack of consistent CCLS-aligned teaching practices limits students' engagement and learning opportunities for success.

There is little evidence that teachers are using data to differentiate instruction beyond semi-permanent student groupings, but specific instructional supports and scaffolding for each student is not provided. Classroom teachers are only in the beginning stages of regularly assessing formative data to adapt instructional strategies and to set goals and a clear path for individual student progress and growth other than for behavior goals.

School-wide expectations for student behavior are explicitly taught and teachers provide positive reinforcement for student displaying appropriate behaviors. However, teachers need support and strategies for teaching students to self-regulate behavior so that fewer reminders are necessary.

The school is a full-service school with multiple community partners that include Parsons Child and Family Center and Whitney Young Medical Center. There is a waiting list for the YMCA sponsored after school program. Staff is aware of the referral system for all students and data are used to identify and progress monitor students' social and emotional developmental health needs. The absence of a Home School Coordinator limits opportunities for staff to seek and sustain partnerships with families and as a result many students are missing out on remedial and enrichment experiences that such partnerships provide that support student success. Families are not fully aware of the array of services available through the school's partnership with community-based organizations and are not fully participating as partners in their children's learning because the school does not have a comprehensive family engagement plan.

Students feel safe and supported in school. Staff takes responsibility for its role in providing a safe and supportive environment. Students report that their teachers care about them. Parents expressed faith in the school staff to do what is best for their children. The environment is conducive to learning and fosters a sense of ownership to lead students to higher student outcomes. The school has an "open door" policy and parents expressed that they feel welcome in the building. Parental participation in the school is fairly low, especially for older students. The school has a PTA, but membership is low (10 or fewer members). Translators are provided for parent conferences, but not all correspondence is sent home in students' native language. The school has made some attempts to acknowledge diverse cultures and communicate with non-native English speakers. Parents say they understand student report cards; however other school data is not presented in a way that parents can understand. Because parents are not empowered with pertinent information they are restricted in their ability to advocate on behalf of their children's learning and success.

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

As part of the design, planning and development process for this proposal, the recommendations from the DTSDE were prioritized with the intent of addressing those identified needs that would result in capacity building for early and long term success with the school improvement plan.

Through the Transformation model described in this proposal, the district and school will implement the recommendations of the DTSDE review by:

- Creating an infrastructure for student success that provides opportunities for extended learning time, enrichment, family and community learning opportunities, and communication-building among all members of the school community
- Partnering with the Webb and Associates, the University of Washington Center for Education Leadership (CEL) and TeamWorks International Inc. to provide professional development, coaching and support for building leadership and instructional capacity for high quality teaching, implementation of the CCLS, and increased student achievement
- Creating and implementing true Professional Learning Communities (PLCs) within and across grade levels and content areas to enable the school leader and staff to use assessment tools to adapt instruction and map a path for individual growth and growth based on student needs, ensure staff use assessment tools to provide instructional interventions
- Reorganizing the governance and management structure to include a School Improvement Manager, Behavior Intervention Specialist, thus permitting the Building Principal time to focus substantially on teaching and learning and school improvement efforts;

- Continuing to develop and periodically review the curriculum for core content areas, beginning with ELA and Math, to include rigorous and coherent grade-level competencies aligned with CCLS using the Leadership and Learning Center's Rigorous Curriculum Design, Common Formative Assessment and Data Teams process;
- Increasing the specificity, intensity and frequency of communication about the school's vision to ensure the entire school community (staff, student, family and community members) are full partners in the realization of this vision allowing them to contribute to students' success;
- Adding intensive, embedded instructional supports to accelerate teachers acquisition of specific teaching techniques to support a unified CCLS aligned curriculum, adapt aligned instruction based on student needs and increase their repertoire of strategies to engage students in learning so their targeted goals can be achieved;
- Improving the systems for screening, identify and monitor students' social emotional health;
- Developing and implementing a comprehensive family and community engagement plan that will include a wide range of learning opportunities as part of the parent involvement plan for families to increase their understanding of student data and provide strategies that enable families to advocate and help their child succeed in school

## II. School-level Plan

### 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. The rationale should reference the identified needs, student population, core challenges, and school capacity and strengths discussed above.**

SAA is located in one of the neediest neighborhoods in the *Albany Promise Initiative* zone as described in Section B of this plan. The school has a full service model with strong community agency partnerships that operates during the regular hours of the school day. The strengths, areas in need of improvement and recommendations identified as a result of the most recent NYS Integrated Intervention Team review demonstrated that the school has the capacity to build on those strengths, its partnerships and the commitment and dedication of the school community to transform the school. SAA is a neighborhood school where 90% of the student population is within walking distance or a very short drive to the school. A key design feature of the Transformation model is to expand the full service model and community partnerships to provide for wrap around services beyond the regular hours of the school day to improve access to services, opportunities, and activities for students, families and the community. Another key design feature of the Transformation model is a redesigned educational program for aligning and implementing rigorous curriculum with the CCLS, using data to drive instructional decisions and articulate student growth goals/plans through the creation of embedded professional learning communities for continuous teacher and leader growth. This model will provide the forum for building on the strengths and readiness of the entire school community to create and sustain a high achieving neighborhood school with strong community partnerships and services that will ensure the likelihood for each child to achieve academic success and lead a healthy lifestyle.

- 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.**

The district collaborated with members of every relevant stakeholder group throughout the decision making, design, planning processes and development of the Transformation model for SAA. These groups were inclusive of teachers, administrators, students, parents, education partners under the Systemic Supports for District and School Turnaround initiative, institutions of higher education, community members, and business leaders as part of the Building Leadership Team and Albany Promise Action Teams. This entire proposal has been crafted based upon the relevant outcomes from the multiple consultations with these groups.

Beginning in December, the Superintendent, Assistant Superintendent for Elementary Instruction, Administrator for Grants and Program Development and building principal of SAA developed a schedule for meetings around the design and development of the Transformation model. A series of meetings were held from December through May with all stakeholders. These groups met on a monthly basis and conducted numerous phone conferences and email exchanges during the development stages of the proposal. School faculty and the Parent Teacher Association were continually updated and provided opportunities for input throughout the entire design and development period.

## II. School-level Plan

### 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.**

As described in Section B of the School-level Plan, Schuyler Achievement Academy (SAA) is located in one of the neediest neighborhoods in the city of Albany. The demands on the school to provide a safe, nurturing and academically rigorous environment requires a unique leader that personifies persistent commitment and confidence in the capacity of the school to become a place where students have pride in their school and are engaged in purposeful learning . The principal at SAA must demonstrate a distributed leadership style, reject initiatives and projects that are not consistent with the school's mission, vision and goals, engage in continuous learning, consistently demonstrate high expectations for all, possess strong communication skills, have the ability to collaborate and build relationships, and be a true instructional leader focused on high quality teaching and learning for every student, every day.

- 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**

Jalinda R. Soto will continue to serve as the building principal at SAA. Ms. Soto was hired at the beginning of the 2012-2013 school year after serving as the acting principal for four months in the 2011-12 school year. Ms. Soto is a former City School District of Albany special-education teacher. She began her career with the district as a substitute teacher at SAA in 2007. She served as a special-education teacher at Arbor Hill Elementary School for the 2007-08 school year, and returned to SAA in 2008-09. Ms. Soto earned her School Building and School District Leader certifications from the Leadership Program at the College of St. Rose in Albany, NY. Additionally, Ms. Soto holds a bachelor's degree as well as a dual master's degree in special education and literacy from the University at Albany and is certified in literacy, childhood education, special education and middle childhood (generalist and special education).

Ms. Soto was selected for this school as a result of her demonstrated strong leadership skills and commitment to implementing the school improvement goals, and her exemplary track record as a teacher and leader in high poverty, high minority settings including SAA. She has a clear and articulated vision for school improvement and has successfully built the structures and relationships necessary for creating a school culture that leads to student success. In the recent NYS DTSDE Integrated Intervention Team review, she earned an Effective rating for making strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals can be achieved and has instituted purposeful system for conducting targeted and frequent observations of teachers that tracks the progress of teacher practices based on student data, feedback and professional development opportunities. She holds administrators and staff accountable for continuous improvement. The building staff fully understands and respects Ms. Soto's expectations and she holds all accountable for improving instructional practice and student achievement.

More specifically, during her time at SAA as principal, Ms. Soto has begun to work toward improving student achievement by articulating a clear vision and explaining how it is going to be accomplished. There is a shared vision for setting high expectations and accomplishing the

school improvement goals. Ms. Soto has created an environment that encourages the creation and sharing of knowledge. She has built relationships and trust through listening to the needs and concerns as well as through open communication and surveys. She ensures that teachers and staff are motivated by appreciating their hard work through open recognition and personal notes. Leadership is distributed as evidenced by the Building Leadership Team structure and function as well building level committee teacher leadership. Ms. Soto consistently participates in professional development opportunities to improve on her practice and role as an instructional leader.

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

**School Improvement Manager (Supervisor) Schuyler Achievement Academy Job Description and Duties:** The **School Improvement Manager (Supervisor) (SIM)** will provide leadership for the overall implementation of the Transformation model and will provide oversight, management, coordination, monitoring and evaluation of the implementation of the model at SAA as part of the School Improvement Grant 1003 (g). The SIM is responsible for the day-to-day implementation of the school improvement elements, as outlined in the recommendations of the DTSDE report and this proposal. As part of the overall management and team structures, the SIM is a member of the Building Leadership Team/School Improvement Team, ensuring all school improvement and transformation activities are coordinated and implemented. **Responsibilities:** Work directly with the building principal to plan and coordinate all activities associated with the Transformation model; Day to day supervision and implementation of all activities associated with the Transformation model; Ensure all data associated with Transformation model Activities is collected, analyzed and disseminated on a regular and timely basis; Implement and maintain the communication system within and among all stakeholder groups with regard to the Transformation Model Activities; Coordinate and communicate on a biweekly basis with other district level offices: District Office, Director of Curriculum and Instruction, Special Education Director, PPS Director, CIO, K-12 Instructional Supervisors; Direct liaison for all partnerships, vendors and providers associated with the Transformation model activities including those for the extended day, expansion of full service model, professional development; Supervise the Family Engagement/Full Service Extended Day Coordinator; Conduct APPR teacher evaluations as needed; Direct liaison between the school and district office for support as needed. **Qualifications:** School Building Leadership Certification; Education related Master's Degree or higher; Background and experience with school and district level data collection, analysis, and interpretation; Excellent communication and interpersonal skills; Organized; Excellent written and oral communication skills

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

There are no other supporting leaders at this school.

## SKILLS

Effective communication and interpersonal skills  
Excellent research and analytical skills  
Building leadership skills  
Instructional leadership skills  
Organizational skills  
Adept in using Word, Excel, PowerPoint, Internet and E-mail  
Competent in the use of a Smartboard to implement lessons

## EDUCATION

August 2012      **The College of Saint Rose**, Albany, NY  
School District Leadership Program, Certificate of Advanced Study

May 2012         **The College of Saint Rose**, Albany, NY  
School Building Leadership Program, Certificate of Advanced Study

August 2006     **University at Albany, State University of New York**, Albany, NY  
Dual Masters in Special Education and Literacy

May 2004         **University at Albany, State University of New York**, Albany, NY  
Bachelors Degree in English

## CERTIFICATIONS

- Literacy, B-6
- Childhood Education, 1-6
- Special Education, 1-6
- Middle Childhood Generalist, 5-9
- Middle Childhood Special Education, 5-9
- School Building Leadership
- School District Leadership

## EDUCATIONAL COMMITTEES

- **Building Leadership Team**- shared decision making at the building level
- **Positive Behavioral Intervention System**- implementation of school-wide system
- **Math Curriculum and Instructional Development**- development of curriculum
- **Response to Intervention (RtI)**- academic/behavioral success of students
- **Math Committee**- review of current program and ones up for adoption

## EDUCATION EXPERIENCE

08/2012 – Present      **Albany City School District**, Albany, NY  
PRINCIPAL, PHILIP J. SCHUYLER ACHIEVEMENT ACADEMY  
• Responsible for management of students and staff, writing and implementing school improvement plan, planning professional development, implementing APPR, and school budget.

02/2012 – 06/2012     **Albany City School District**, Albany, NY  
ACTING PRINCIPAL, PHILIP J. SCHUYLER ACHIEVEMENT ACADEMY  
• Responsible for management of students and staff, writing and implementing Comprehensive Education Plan, planning professional development.

- Fall 2011                    **Albany City School District**, Albany, NY  
ADMINISTRATIVE INTERN, SCHOOL BUILDING LEADERSHIP
- Completed various tasks related to proposal submitted to district.
- 2007 - 2012                **Albany City School District**, Albany, NY  
SPECIAL EDUCATION TEACHER, VARIOUS GRADES
- Implementing IEP'S through differentiating instruction.
- Summer, 2010            **Albany City School District**, Albany, NY  
LITERACY LINKS PROGRAM TEACHER, GRADE 3
- Provided intense instruction in literacy skills.
- 2007                        **Albany City School District**, Albany, NY  
SUBSTITUTE TEACHER AT PHILIP J. SCHUYLER ACHEIVEMENT ACADEMY
- Instructed all subjects to 5<sup>th</sup> grade students in a classroom setting.
- 2007                        **Albany Preparatory**, Albany, NY  
TEACHER, GRADE 5
- Instructed mathematics to 5<sup>th</sup> grade students in a classroom setting.
- 2006 - 2007              **Brighter Choice Charter School**, Albany, NY  
TEACHER, GRADE 2
- Instructed mathematics to 2<sup>nd</sup> grade students in a classroom setting.
- Summer, 2006            **Shaker Junior High**, Colonie, NY  
STUDENT TEACHER, GRADE 8
- Instructed reading and writing in a classroom setting.
- 2005 - 2006              **Albany Preparatory**, Albany, NY  
TEACHER, SPECIAL EDUCATION
- Instructed 5<sup>th</sup> grade students in small group setting.
- 2005 - 2006              **Carroll Hill Elementary School**, Troy, NY
- INTERN, SPECIAL EDUCATION CONSULTANT & RESOURCE, GRADES K-4
- Summer, 2005            **Brighter Choice Charter School**, Albany, NY  
TEACHER, GRADE 3
- Instructed English Language Arts in whole class and small group settings, based on New York State standards and school policies and procedures.
- 2004 - 2005              **Public School 19**, Albany, NY  
TUTOR, GRADE 4
- Tutored Social Studies in an after-school program with particular emphasis on reading comprehension skills.

## **OTHER EXPERIENCE**

- 2002 - 2010              **St. Catherine's Center for Children, Marillac Shelter**, Albany, NY  
RESIDENT ASSISTANT
- Supervise and construct activities for children; mandated reporter.
  - Interact with families to determine what is best for children.
  - Transport residents to daily programs and appointments.
  - Help families with daily living skills.

## II. School-level Plan

### E. Instructional Staff:

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

Philip Schuyler Achievement Academy (SAA) is comprised of 15 classroom teachers, 9 special education teachers, 2 reading teachers, 1 ESL teachers, 7 teaching assistants, and 1.6 special area teachers (art, music, P.E.). There are 14 classrooms Pre-K 5, with 3 implementing a co-teach model and 2 self-contained special education classrooms. All teachers hold a valid teaching certificate and are highly qualified based on the criteria set forth in the Commissioner's regulations. Under the new teacher evaluation system, 100% of the grade four and five teachers were designated under the new HEDI ratings as Effective or Highly Effective. Ninety-eight percent of the teaching staff is tenured and experienced with teaching in an urban district with diverse and at-risk populations. With respect to the qualitative staffing needs to implement the Transformation Model at SAA, the majority or approximately 99% of the staff are appropriate prepared, and committed to further develop the competencies and characteristics for meeting the needs of the students. Quantitatively, there is a need to add 2 reading teachers for stronger supplemental student academic supports for implementing a high quality Response to Intervention (RtI) program for targeted instruction to accelerate student learning, 2 instructional coaches (ELA and Math) for job-embedded PD and support for fully implementing the CCLC reflective of CEL's 5 Dimensions of Teaching and Learning, 1 behavior intervention specialist for student early intervention and prevention as well as supports to teachers for intervention strategies.

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

The teacher competencies and characteristics necessary for the effective implementation of the Transformation Model at SAA were identified based on the known demographic and identified needs of the school's student population and the most recent research on successful teacher competencies in high poverty schools. The following teacher competencies and characteristics have been identified as essential for transforming the learning at SAA: Strong belief that all students can achieve at a higher level than their current achievement levels; strong desire for exceptional student learning; culturally responsive; focus on data driven student instruction and teaching for results; initiative; persistent; high level planning and organization for direct teaching; ability to be a contributing team member; flexible; confident.

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

The instructional staff at SAA was informed of the intent to develop the school plan for the Transformation model in December 2012. The building leadership team consisting of teacher, support staff and parent representation met on a regular basis from December through May with central office leadership and the building principal to research and develop the plan. Throughout the process, this group would report out and inform faculty of the new model at regularly

scheduled faculty meetings. During this process, faculty had the opportunity to ask questions and provide input/recommendations for consideration.

**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.**

The district will implement the current contractual process for teacher assignment and transfer to screen, select, retain, transfer, and/or recruit the instructional staff for SAA. Teachers can voluntarily request a transfer to a different building or grade level and building administrators can request involuntary transfers of teachers. All transfers must be submitted in writing to the district's Human Resources Department by March 1<sup>st</sup> for consideration. The Human Resources Department along with building leadership review transfer requests and the openings. Voluntary and involuntary transfer requests are screened with respect to proper certification area and other personnel information to determine appropriate placement. The building principal conducted an initial screening of teachers for SAA during the development stages of the plan. From the screening, there was one involuntary transfer request. The request will result in an opening at SAA for the principal to recruit. Teachers for this vacancy and the newly created staffing positions described in "i" above, will be specifically recruited, screened, interviewed and selected based on the candidate's experience in an urban school with a high poverty and diverse population as well as the degree to which they possess the identified competencies and characteristics necessary to teach effectively and for results in a Priority School implementing a Transformation model.

## II. School-level Plan

### 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 partner organizations that will provide services to SAA for the implementation of the new school design are Webb and Associates with the University of Washington Center for Education Leadership (CEL) and TeamWorks International Inc. These partners were selected for their demonstrated track record to effectively increase student results and build the capacity of schools to engage in continuous improvement, as well as for continuity and their performance to date under the City School District of Albany's Systemic Supports for District and School Turnaround initiative. These partners have been embedded in the district during the 2012-2013 school year and have worked directly with the district and school building leadership, including SAA, to fundamentally remake central office work practices and their relationships with schools in support of teaching and learning improvements for all students. This work is directly connected to the identified needs addressed in the proposed Transformation model and new school design at SAA. These partners have established a partnership with SAA and will specifically work on a deeper level with the entire school under this proposal to guide, support and build the capacity for improved teacher and leadership effectiveness.

Webb and Associates with the University of Washington Center for Education Leadership (CEL) will provide on-site leadership coaching to develop instructional leadership performance of the SAA principal aligned to the principal evaluation (Multidimensional Principal Performance Rubric) and conduct the Studio Classroom professional development model. The Studio Classroom is a research-based coaching approach for improving student achievement that provides teachers the structure, content and support necessary to incorporate highly effective teaching practices into their instruction. This approach draws on the research from the Gates Foundation Measuring Effective Teaching (MET) study.

TeamWorks International Inc. (TWI) will provide on-site coaching, support and guidance for the SAA principal, Building Leadership Team (BLT) and grade level PLCs for fully establishing systems and structures that drive practice through the Partnership Leadership model and associated FrameWorks tools and processes for the key work of: Decision making and guiding change; Individual and group professional transitions and development; Managing trust / mistrust as well as partnership / isolation; Understanding the power of personality, differences and how to manage well across those differences; School-based change and strategic planning aligned to District Operational Plan; Situation, conflict and opportunity assessment; Managing power and authority based on real issues and situations; Difficult conversations leading to innovation and ownership. FrameWorks is a performance management model for continuous improvement in the areas of student learning and readiness, student engagement, and family connections. FrameWorks are graphical images that help guide and support leadership and organizational development. TWI will also provide bi-weekly coaching of principal in Partnership Leadership as well as 24/7 support as-needed at-a-distance.

- ii. **Complete the Evidence of Partner Effectiveness Chart (Attachment C). This evidence should be able to be validated by an external source that each partner organization selected has a proven track-record of success in implementing school**

**turnaround strategies that result in measured and timely successes with respect to the school's needs.**

See Attachment C.

**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.**

The district and school will hold all partners accountable through regular meetings (at least once monthly) to review benchmarks, deliverables and desired measured outcomes associated with the training events and services they are responsible for. Performance data and results from the methods of outcome analysis will be reviewed at these meetings. All partners will provide, at a minimum, quarterly reports evident of deliverables and outcomes. Additional reports will be requested as needed for accountability.

## II. School-level Plan

### 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).**

See Attached Organizational Chart.

- 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 building principal has all instructional leadership responsibilities and is focused on improving instruction and student achievement as well as overseeing that the overall program is implemented and on track. The School Improvement Manager's (SIM) delegated responsibilities include the implementation of all components of the Transformation model. The SIM is responsible for the day-to-day implementation of the school improvement elements. As part of the overall management and team structures, the SIM and building principal are members of the Building Leadership Team/School Improvement Team, ensuring all school improvement and transformation activities are coordinated, implemented, evaluated and communicated. The building principal and SIM will meet weekly and more often as needed to set direction and communicate updates around all implementation actions.

The Building Leadership Team (BLT) consisting of representation from stakeholder groups (administration, teachers, parents) will function as the School Improvement Team and meet 2-4x per month with the SIM and building principal to review the Transformation model action plan, status of implementation, barriers and challenges that need addressing, and use identified data sources associated with each activity (i.e. student attendance, behavior referrals, NWEA, Aimsweb, PBIS, other student data points, extended day enrollment, satisfaction and perceptual surveys, participation in PD, implementation of newly learned skills and content resulting from PD) to problem solve, make decisions, and determine next steps to ensure continued successful results oriented implementation of the plan using the Plan-Do-Study-Act model. One of these meetings will be devoted to collaboration with the directors and chairpersons of all departments across the district, including the Director of Curriculum and Instruction, Special Education Director, Pupil Personnel Director and K-12 Instructional Supervisors for a systematic approach that is efficient, coordinated, and focused on accountability. All results from these meetings will be communicated to all school staff and parents through the distribution of meeting minute highlights, decisions and actions via faculty and PTA meetings and posted on the school's webpage devoted to the Transformation model. The team will have an agenda articulated and all relevant data sources for review prior to the meeting. Meeting minutes will be documented to include the agenda items, discussion, conclusions, actions needed, persons responsible and timeframe-deadlines. This format will ensure that results of the meeting are actionable and executed. Data sources and items for review will come from the grade level and teacher team PLCs, PBIS/BIT Team, RtI /IST Team and Full Service Extended Day Steering Committee. These teams and committees communicate and directly link to the work of the BLT/SIT and implementation of the Transformation model. The educational partners will be included in BLT/SIT meetings when in-district and provide technical assistance as needed and it relates to

the teacher and leader effectiveness and implementation of systems and structures that drive practice.

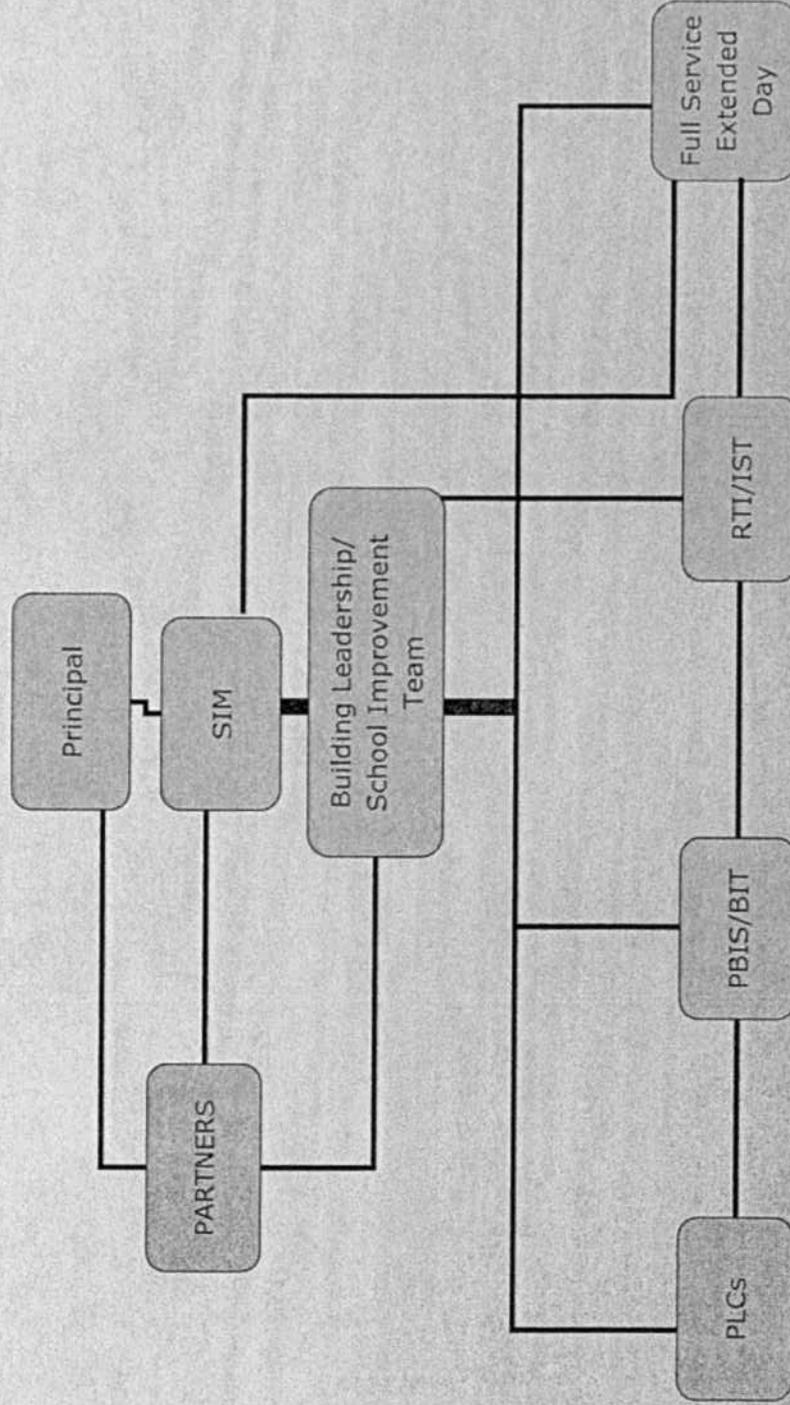
- iii. Describe in detail, the plan for implementing the annual professional performance review (APPR) of all instructional staff within the school. Include in this plan an identification of who will be responsible for scheduling, conducting, and reporting the results of pre-observation conferences,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

The district's NYS approved APPR has specific timelines in which each component of the teacher evaluation must be implemented. The City School District of Albany is using the NYSUT's Teacher Practice Rubric. The building principal (district certified evaluator) is responsible for scheduling, conducting and reporting the results of the unannounced, pre-observation conferences, classroom observations, post-observation conferences and summative conference. The comprehensive evaluation system requires all teachers, both probationary and tenured, to progress through multiple meetings with their evaluator. The APPR consists of an unannounced, the formal observation and a summative conference. The time frame and all of the components for the evaluation process are as follows: UNANNOUNCED OBSERVATION (Looking at 4 Elements III.2, III.3, IV.1 and IV.3): Teacher will receive from the evaluator, via district email, notification of a 20 school day window for the unannounced observation. No documentation is submitted to the evaluator for this observation. Evaluator must submit to teacher within 5 school days a copy of the evidence collected around the 4 elements. FORMAL OBSERVATION (Pre-conference *-looking at elements I.3, V.1 & V.2 and all of standard II, Observation-*looking at standards III & IV as well as elements V.1 & V.2, and Post-conference-*looking at standard V and element VII.1***): Teacher must submit to evaluator, Lesson Plan form and Pre-Observation Form, no less than three (3) work days prior to pre-conference meeting. Observation must be held no sooner than two (2) work days after the pre-conference meeting. Teacher must submit a Teacher Reflection Form, within two (2) work days after the observation. Evidence collection forms (draft versions) must be submitted to the teacher no later than two (2) work days before the scheduled post conference. Post-conference must occur within fifteen (15) work days after the observation. It is strongly suggested but not required that the post-conference be held in the teacher's classroom. At this meeting, the T-Chart (areas of strength and areas of growth) will be developed collaboratively between the teacher and the evaluator. The T-Chart goals will come from the rubric Standards 2-5. The teacher will leave the post conference with a completed T-Chart. Additional evidence can be submitted to Evaluator up to two (2) work days after post-conference. Goal Setting Reflection Form, given to the teacher at post-conference, will be returned to the Evaluator within three (3) school days, with identified goal chosen, how teacher will accomplish and measure it. BINDER REVIEW OF Standards I, VI & VII: Teacher must have ready for submission, no earlier than April 15, a binder of evidence around standards I, VI & VII when evaluator asks for it. Evaluator must review evidence and provide a rating for each element of standards I, VI & VII. SUMMATIVE CONFERENCE: No earlier than April 15th but no later than June 15<sup>th</sup>, the teacher will meet with evaluator for a final summative conference. At this conference, discussion will be held around; the unannounced observation, HEDI scores for Standard 2-5 (formal observation), and review of evidence around Standards I, VI, & VII. Final rating sheets of all components must be provided to teacher by June 15<sup>th</sup>.

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

See Attached Calendar Schedule of Events

# School Level Organizational Chart



**APPR Calendar****Philip J. Schuyler Achievement Academy****September 2013**

<b>Sun</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>	<b>Sat</b>
<b>1</b>	<b>2</b> Labor Day	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>8</b>	<b>9</b> First Day of School	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>
<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>
<b>29</b>	<b>30</b>					

**APPR Calendar**

**Philip J. Schuyler Achievement Academy**

**October 2013**

<b>Sun</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>	<b>Sat</b>
		<b>1</b> Unannounced Observation	<b>2</b> Unannounced Observation	<b>3</b> Unannounced Observation	<b>4</b> Unannounced Observation	<b>5</b>
<b>6</b>	<b>7</b> Unannounced Observation	<b>8</b> Unannounced Observation	<b>9</b> Unannounced Observation	<b>10</b> Unannounced Observation	<b>11</b> Unannounced Observation	<b>12</b>
<b>13</b>	<b>14</b> Columbus Day No School	<b>15</b> Unannounced Observation	<b>16</b> Unannounced Observation	<b>17</b> Unannounced Observation	<b>18</b> Unannounced Observation	<b>19</b>
<b>20</b>	<b>21</b> <i>Notice Round 1</i> Unannounced Observation	<b>22</b> <i>Notice Round 1</i> Unannounced Observation	<b>23</b> <i>Notice Round 1</i> Unannounced Observation	<b>24</b> <i>Notice Round 1</i> Unannounced Observation	<b>25</b> <i>Notice Round 1</i> Unannounced Observation	<b>26</b>
<b>27</b>	<b>28</b> <i>Notice Round 2</i> Unannounced Observation	<b>29</b> <i>Notice Round 2</i> Unannounced Observation	<b>30</b> <i>Notice Round 2</i> Unannounced Observation	<b>31</b> <i>Notice Round 2</i> Unannounced Observation		

**APPR Calendar**

**Philip J. Schuyler Achievement Academy**

**November 2013**

Sun	Mon	Tues	Wed	Thu	Fri	Sat
					<b>1</b> <i>Notice Round 2</i> Unannounced Observation	<b>2</b>
<b>3</b>	<b>4</b> Round 1 Pre-conference	<b>5</b> Round 1 Pre-conference	<b>6</b> Round 1 Pre-conference	<b>7</b> Round 1 Pre-conference	<b>8</b> Round 1 Pre-conference	<b>9</b>
<b>10</b>	<b>11</b> Veterans Day No School	<b>12</b> Round 1 Observation Round 2 Pre-conference	<b>13</b> Round 1 Observation Round 2 Pre-conference	<b>14</b> Round 1 Observation Round 2 Pre-conference	<b>15</b> Round 1 Observation Round 2 Pre-conference	<b>16</b>
<b>17</b>	<b>18</b> <i>Notice Round 3</i> Round 1 Post-Conference Round 2 Observation	<b>19</b> <i>Notice Round 3</i> Round 1 Post-Conference Round 2 Observation	<b>20</b> <i>Notice Round 3</i> Round 1 Post-Conference Round 2 Observation	<b>21</b> <i>Notice Round 3</i> Round 1 Post-Conference Round 2 Observation	<b>22</b> No School Conference Day	<b>23</b>
<b>24</b>	<b>25</b> <i>Notice Round 4</i> Round 2 Post-Conference	<b>26</b> <i>Notice Round 4</i> Round 2 Post-Conference	<b>27</b> <i>Notice Round 4</i> Round 2 Post-Conference	<b>28</b> Thanksgiving Day No School	<b>29</b> No School	<b>30</b>

**APPR Calendar**

**Philip J. Schuyler Achievement Academy**

**December 2013**

Sun	Mon	Tues	Wed	Thu	Fri	Sat
<b>1</b>	<b>2</b> Round 3 Pre-conference	<b>3</b> Round 3 Pre-conference	<b>4</b> Round 3 Pre-conference	<b>5</b> Round 3 Pre-conference	<b>6</b> Round 3 Pre-conference	<b>7</b>
<b>8</b>	<b>9</b> Round 4 Pre-conference Round 3 Observation	<b>10</b> Round 4 Pre-conference Round 3 Observation	<b>11</b> Round 4 Pre-conference Round 3 Observation	<b>12</b> Round 4 Pre-conference Round 3 Observation	<b>13</b> Round 4 Pre-conference Round 3 Observation	<b>14</b>
<b>15</b>	<b>16</b> Round 3 Post-Conference Round 4 Observation	<b>17</b> Round 3 Post-Conference Round 4 Observation	<b>18</b> Round 3 Post-Conference Round 4 Observation	<b>19</b> Round 3 Post-Conference Round 4 Observation	<b>20</b> <i>Notice Round 5</i> Round 3 Post-Conference Round 4 Observation	<b>21</b>
<b>22</b>	<b>23</b> No School	<b>24</b> No School	<b>25</b> Christmas Day No School	<b>26</b> No School	<b>27</b> No School	<b>28</b>
<b>29</b>	<b>30</b> No School	<b>31</b> No School				

**APPR Calendar**

**Philip J. Schuyler Achievement Academy**

**January 2014**

Sun	Mon	Tues	Wed	Thu	Fri	Sat
			<b>1</b> New Year's Day No School	<b>2</b> No School	<b>3</b> No School	<b>4</b>
<b>5</b>	<b>6</b> <i>Notice Round 6</i> Round 4 Post-Conference	<b>7</b> <i>Notice Round 6</i> Round 4 Post-Conference	<b>8</b> <i>Notice Round 6</i> Round 4 Post-Conference	<b>9</b> <i>Notice Round 6</i> Round 4 Post-Conference	<b>10</b> <i>Notice Round 6</i> Round 4 Post-Conference	<b>11</b>
<b>12</b>	<b>13</b> Round 5 Pre-Conference	<b>14</b> Round 5 Pre-Conference	<b>15</b> Round 5 Pre-Conference	<b>16</b> Round 5 Pre-Conference	<b>17</b> Round 5 Pre-Conference	<b>18</b>
<b>19</b>	<b>20</b> M L King Day No School	<b>21</b> Round 5 Observation Round 6 Pre-Conference	<b>22</b> Round 5 Observation Round 6 Pre-Conference	<b>23</b> Round 5 Observation Round 6 Pre-Conference	<b>24</b> Round 5 Observation Round 6 Pre-Conference	<b>25</b>
<b>26</b>	<b>27</b> <i>Notice Round 7</i> Round 5 Post-Conference Round 6 Observation	<b>28</b> <i>Notice Round 7</i> Round 5 Post-Conference Round 6 Observation	<b>29</b> <i>Notice Round 7</i> Round 5 Post-Conference Round 6 Observation	<b>30</b> <i>Notice Round 7</i> Round 5 Post-Conference Round 6 Observation	<b>31</b> No School Conference Day	

**APPR Calendar**

**Philip J. Schuyler Achievement Academy**

**February 2014**

Sun	Mon	Tues	Wed	Thu	Fri	Sat
	Notice Round 8 Round 6 Post-Conference	<b>1</b>				
<b>2</b>	<b>3</b> Round 7 Pre-Conference	<b>4</b> Round 7 Pre-Conference	<b>5</b> Round 7 Pre-Conference	<b>6</b> Round 7 Pre-Conference	<b>7</b> Round 7 Pre-Conference	<b>8</b>
<b>9</b>	<b>10</b> Round 7 Observation Round 8 Pre-Conference	<b>11</b> Round 7 Observation Round 8 Pre-Conference	<b>12</b> Round 7 Observation Round 8 Pre-Conference	<b>13</b> Round 7 Observation Round 8 Pre-Conference	<b>14</b> Round 7 Observation Round 8 Pre-Conference	<b>15</b>
<b>16</b>	<b>17</b> Presidents' Day No School	<b>18</b> No School	<b>19</b> No School	<b>20</b> No School	<b>21</b> No School	<b>22</b>
<b>23</b>	<b>24</b> Notice Round 9 Round 7 Post-Conference Round 8 Observation	<b>25</b> Notice Round 9 Round 7 Post-Conference Round 8 Observation	<b>26</b> Notice Round 9 Round 7 Post-Conference Round 8 Observation	<b>27</b> Notice Round 9 Round 7 Post-Conference Round 8 Observation	<b>28</b> Notice Round 9 Round 7 Post-Conference Round 8 Observation	

**APPR Calendar**

**Philip J. Schuyler Achievement Academy**

**March 2014**

<b>Sun</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>	<b>Sat</b>
						<b>1</b>
<b>2</b>	<b>3</b> <i>Notice Round 10</i> Round 8 Post-Conference	<b>4</b> <i>Notice Round 10</i> Round 8 Post-Conference	<b>5</b> <i>Notice Round 10</i> Round 8 Post-Conference	<b>6</b> <i>Notice Round 10</i> Round 8 Post-Conference	<b>7</b> <i>Notice Round 10</i> Round 8 Post-Conference	<b>8</b>
<b>9</b>	<b>10</b> Round 9 Pre-Conference	<b>11</b> Round 9 Pre-Conference	<b>12</b> Round 9 Pre-Conference	<b>13</b> Round 9 Pre-Conference	<b>14</b> No School Conference Day	<b>15</b>
<b>16</b>	<b>17</b> Recess if snow Day available	<b>18</b> Round 9 Observation Round 10 Pre-Conference	<b>19</b> Round 9 Observation Round 10 Pre-Conference	<b>20</b> Round 9 Observation Round 10 Pre-Conference	<b>21</b> Round 9 Observation Round 10 Pre-Conference	<b>22</b>
<b>23</b>	<b>24</b> <i>Notice Round 11</i> Round 9 Post-Conference Round 10 Observation	<b>25</b> <i>Notice Round 11</i> Round 9 Post-Conference Round 10 Observation	<b>26</b> <i>Notice Round 11</i> Round 9 Post-Conference Round 10 Observation	<b>27</b> <i>Notice Round 11</i> Round 9 Post-Conference Round 10 Observation	<b>28</b> <i>Notice Round 11</i> Round 9 Post-Conference Round 10 Observation	<b>29</b>
<b>30</b>	<b>31</b> Round 10 Post-Conference					

**APPR Calendar**

**Philip J. Schuyler Achievement Academy**

**April 2014**

Sun	Mon	Tues	Wed	Thu	Fri	Sat
		<b>1</b> Round 10 Post-Conference	<b>2</b> Round 10 Post-Conference	<b>3</b> Round 10 Post-Conference	<b>4</b> Round 10 Post-Conference	<b>5</b>
<b>6</b>	<b>7</b> <i>Notice Round 12</i> Round 11 Pre-Conference	<b>8</b> <i>Notice Round 12</i> Round 11 Pre-Conference	<b>9</b> <i>Notice Round 12</i> Round 11 Pre-Conference	<b>10</b> <i>Notice Round 12</i> Round 11 Pre-Conference	<b>11</b> <i>Notice Round 12</i> Round 11 Pre-Conference	<b>12</b>
<b>13</b>	<b>14</b> No School	<b>15</b> No School	<b>16</b> No School	<b>17</b> No School	<b>18</b> Good Friday No School	<b>19</b>
<b>20</b>	<b>21</b> Round 11 Observation Round 12 Pre-Conference	<b>22</b> Round 11 Observation Round 12 Pre-Conference	<b>23</b> Round 11 Observation Round 12 Pre-Conference	<b>24</b> Round 11 Observation Round 12 Pre-Conference	<b>25</b> Round 11 Observation Round 12 Pre-Conference	<b>26</b>
<b>27</b>	<b>28</b> Round 11 Post-Conference Round 12 Observation	<b>29</b> Round 11 Post-Conference Round 12 Observation	<b>30</b> Round 11 Post-Conference Round 12 Observation			

**APPR Calendar**

**Philip J. Schuyler Achievement Academy**

**May 2014**

Sun	Mon	Tues	Wed	Thu	Fri	Sat
				<b>1</b> Round 11 Post-Conference Round 12 Observation	<b>2</b> Round 11 Post-Conference Round 12 Observation	<b>3</b>
<b>4</b>	<b>5</b> Round 12 Post-Conference	<b>6</b> Round 12 Post-Conference	<b>7</b> Round 12 Post-Conference	<b>8</b> Round 12 Post-Conference	<b>9</b> Round 12 Post-Conference	<b>10</b>
<b>11</b>	<b>12</b> Summative Conferences	<b>13</b> Summative Conferences	<b>14</b> Summative Conferences	<b>15</b> Summative Conferences	<b>16</b> Summative Conferences	<b>17</b>
<b>18</b>	<b>19</b> Summative Conferences	<b>20</b> Summative Conferences	<b>21</b> Summative Conferences	<b>22</b> Summative Conferences	<b>23</b> Recess if snow Day available	<b>24</b>
<b>25</b>	<b>26</b> Memorial Day No School	<b>27</b> Summative Conferences	<b>28</b> Summative Conferences	<b>29</b> Summative Conferences	<b>30</b> Summative Conferences	<b>31</b>

**APPR Calendar**

**Philip J. Schuyler Achievement Academy**

**June 2014**

<b>Sun</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>	<b>Sat</b>
<b>1</b>	<b>2</b> Summative Conferences	<b>3</b> Summative Conferences	<b>4</b> Summative Conferences	<b>5</b> Summative Conferences	<b>6</b> Summative Conferences	<b>7</b>
<b>8</b>	<b>9</b> Summative Conferences	<b>10</b> Summative Conferences	<b>11</b> Summative Conferences	<b>12</b> Summative Conferences	<b>13</b> Summative Conferences	<b>14</b>
<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>
<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b> Early Dismissal	<b>27</b> Early Dismissal Last Day	<b>28</b>
<b>29</b>	<b>30</b> Conference Day					

## II. School-level Plan

### 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 (see: <http://engageny.org/common-core-curriculum-assessments>).

Under the leadership of the district's instructional supervisors for curriculum and instruction in Math and ELA, teachers across all schools in the district including Philip J Schuyler Achievement Academy (SAA) have begun the process of aligning the curricula to the Common Core Learning Standards (CCLS). SAA will continue this work under the leadership of the district's new Director of Curriculum and Instruction. Teams of teachers will work in their Professional Learning Communities using common planning time and after school times to design interdisciplinary units of study aligned to the CCLS using the *Leadership and Learning Center's Rigorous Curriculum Design (RCD)* process. The instructional supervisors and coaches will be integral to this work as models and turnkey trainers. These individuals will work in collaborative teams to build a shared knowledge regarding essential curriculum that is driven by CCLS priority standards and frequent common formative assessment with the goal of demonstrated proficiency for all students. The curricular units of study developed will include research-based instructional practices including differentiated instruction, theme embedded, and engaging learning experiences. Specifically in ELA, during the 2012-13 school year, SAA implemented a curriculum written and aligned to the CCLS with a Balanced Literacy approach. Six to seven units per grade level for grades K-5 were developed. The curriculum units include an overview, pacing, the standards, skills, content, vocabulary, essential questions, teaching points, formative and summative assessments, strategies, and instructional resources and materials. Units of study for grades K-2 will be developed using the RCD process described above. SAA will implement the *NYS-EngageNY*, grades 3-5 *ELA modules*. During the 2011-2012, SAA grades K-2 began the transition to the Math CCLS and in 2012-2013 grades 3-5 joined this initiative. Six to nine units of study were developed for each level (prior to the year of implementation) in support of the CCLS. The curriculum units include standards for content and process, essential questions, big ideas, skills, concepts, vocabulary, materials, resources, assessments, and pacing. To support the implementation of CCLS, GO Math! was selected to serve as the primary resource to support math instruction. In addition, a fact fluency program was developed with quarterly performance targets. First in Math was selected as a way to promote fluency for grades K-5 through a variety of activities that are game based and simulate real life experiences. The implementation of an instructional model was also developed to support the instructional change required when implementing the CCLS. This model includes instructional time dedicated to fluency, problem solving, practice, and time designated to meet the needs of all students. Revisions of the currently established curriculum will occur to further embrace the RCD process and reflect the levels of rigorous curricula and materials required to support the implementation of CCLS. These revisions will be inclusive of the *A Story of Units* and the *NYS Math Modules* as they are released.

- ii. **Instruction.** Describe the instructional strategies to be used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Provide details of how the events of instruction in additional required and elective courses will be arranged to reflect all of these

**instructional shifts. Describe a plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).**

The instructional shifts in the ELA and Math CCLS require teachers to implement instructional strategies that actively engage students. The instructional strategies to be used in ELA and Math are grounded in the Center for Educational Leadership's (CEL) 5 Dimensions of Teaching and Learning (Purpose, Student Engagement, Curriculum and Pedagogy, Assessment of Student Learning, and Classroom Environment and Culture). Specifically, instructional strategies will include a balance of explicit, interactive, and experiential methods relevant to the essential learning in the units of study. Teachers will: Set established learning targets based on data with a clear purpose to ensure that all students learn; Scaffold and differentiate lessons that access student higher order thinking; Provide models to support understanding of concepts; Incorporate rich, structured student discussions inclusive of content vocabulary; Use higher order questioning—Bloom's taxonomy; Deliver lessons that are engaging and comprised of rigorous curricula and materials; Provide rich math experiences that immerse students in real life problem solving activities to promote fluency; Use a balance of fiction and non-fiction texts in all reading activities; Use close reading strategy; Implement Writers Workshop. Additionally, SAA will utilize the EngageNY resources: *How to Implement a Story of Units* and *ELA Teaching Practice and Protocols*. A dedicated building level Literacy Coach and Math Coach will provide job-embedded professional development, coaching, and support to teachers for implementing the teaching strategies reflective of the 6 shifts in both ELA and Math.

A plan to accelerate learning in ELA and Math has been developed in order to make a significant impact on closing the achievement gap at SAA. Prevention, early intervention, and core instruction with embedded teaching strategies and methods for acceleration are integral to the plan. The plan includes: Early screening and intervention in pre-k and kindergarten to prevent learning gaps; Implementing the Response to Intervention Model (RtI) for reading and math; Adding two reading teachers to fully implement the Leveled Literacy Intervention Program to all eligible students throughout the school – RtI; Use of student performance data, ongoing goal setting and student progress monitoring to intervene and adjust and provide supplemental instruction integrated with core instruction; Engaging, relevant teaching reflective of the 5 Dimensions of Learning (CEL); Embedded professional development opportunities that provide teachers with deeper conceptual knowledge that is tied to pedagogical training. Teachers will use NWEA MAPS assessment data and DesCartes system for student goal setting. SAA will add *Study Island's* computer based programming to supplement, support and extend student learning at all levels to meet student needs beyond formal classroom lessons. The program is aligned to NWEA and the CCLS and provides an individual learning path for students based on need. The program will be utilized with the CORE instructional time, supplemental RtI times, computer class sessions, within the extended day program and summer school session.

- iii. ***Use of Time.*** Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Describe a logical and meaningful set of strategies for the use of instructional time that leads to a pedagogically sound restructuring of the daily/weekly/monthly schedule to increase learning time by extending the school day and/or year. The structure for learning time described here

**should be aligned with the Board of Regents standards for Expanded Learning Time, as outlined here:**

Students across the district attend school for 182 days per school year. The calendar summary below outlines the number of days each month for the 2013-2014 school year that students and teachers will be in attendance.

<b>SCHOOL CALENDAR 2013-2014</b>		
<b>Month</b>	<b>Students # of Days</b>	<b>Teachers # of Days</b>
September	17	19
October	22	22
November	18	18
December	15	15
January	19	19
February	15	15
March	20	20
April	17	17
May	20	20
June	19	20
<b>TOTALS</b>	<b>182</b>	<b>185</b>

At SAA, the instructional school day begins at 9:00am and ends at 3:20pm. The school day is structured to provide the maximum amount of learning time with more than 5 hours per day devoted to instructional time. Under the SIG Transformation Model, SAA will expand their Full Service Neighborhood School Model to include an **Extended Day Program** offering **after-school differentiated academic programming** and **enrichment programs** aligned to **themed college and career pathways for children PreK-5**, throughout the school year, Monday through Friday 3:30pm-6:30pm. A sample Daily class schedule will include dedicated embedded time for Professional Learning Communities-Data Teams, professional development, common planning time, Core blocks of instructional time for ELA and Math with integrated content areas, a dedicated time for supplemental instructional interventions, specials (Art, Music, PE), and extended day programming. Sample daily class schedule 2013-2014:

**8:00-9:00 Professional Learning Communities- Data Teams** (3 times per month).

**9:00-9:15 Morning Meeting-** In order for students to achieve their full potential they must feel safe, respected, and connected to the school community. By having a daily morning meeting we are setting out to have a climate and culture that is positive and respectful.

**9:15-11:40 ELA Core** -This block of time includes a Balanced Literacy Approach -shared reading, interactive read aloud, word work, guided reading groups and writers workshop During this time the students are also engaged in the Daily Five.

**Content areas: Science and Social Studies integrated through the use of non-fiction texts and units of study- NYS EngageNY ELA Modules grades 3-5.**

**11:40-12:10 ELA Response to Intervention – Integrated Supplemental Instruction Block- ELA**  
**12:10-12:50 Lunch, Common Planning Time (Wednesdays).**

**12:50-1:20 Gym, Lunch (Wednesdays), Library, Art, S.S/SCIENCE:** Additional time to engage students in experiential learning –hands-on Science and Social Studies.

**1:20-2:20 Math Response to Intervention/AIS – Integrated Supplemental Instruction Block**

**2:50-3:20 Computers, Music, Gym, S.S/SCIENCE:** Additional time to engage students in experiential learning –hands-on Science and Social Studies.

**3:30-6:30 EXTENDED DAY PROGRAM**

The Extended Day Program will be part of the proposed expanded Full Service Neighborhood School Model. This model, in partnership with the Albany Promise Initiative and community agencies will provide expanded learning time programming aligned with the Board of Regents standards. The program will be voluntary with the goal of serving at least 50% of eligible students. The existing four week summer Literacy Links Program is open to recommended eligible students as part of Title I. Under the Transformation Model, SAA will expand the summer program and open the program to all students as part of the plan to further expand the learning time. The summer program is schedule for four weeks- July 8-August 2, 2013. The program hours are Monday –Friday 8:30-12:30. The program focuses on the elements of a balanced literacy program framework and mathematics lessons aligned with the core curriculum.

- iv. **Data-Driven Instruction/Inquiry (DDI).** Describe the school’s functional cycle of **Data-Driven Instruction/Inquiry (DDI).** Present the schedule for administering common interim assessments in ELA and Math. Describe procedures, and schedule of space and time (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the examination of interim assessment data and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis. (See <http://engageny.org/data-driven-instruction> for more information on **DDI**).

The efforts and accomplishments to date with building a data driven culture at SAA have resulted in the heightened awareness and increase in skills for understanding the value and use of data to inform instruction for student results. The RtI Data-Cycle at SAA is well established. There is a dedicated RtI Data Team that provides support to grade level teams and teachers to analyze the available data from the existing assessments. This team has and continues to receive training on AIMSweb, data analysis, intervention grouping, and target skill identification. The district also has an RtI Data Coordinator who supports SAA’s RtI team and teachers within the areas of fidelity of assessment and intervention, Tier 1 teacher supports, team organization and planning, and embedded professional development for intervention support. There is an RtI Handbook supports that supports this work. While the intervention data-cycle is well-established, beginning in the 2013-2014 school year, as part of the Transformational model, SAA will implement Professional Learning Communities (PLC) across all teaching staff so that a culture of data to drive instruction, select instructional strategies and improve professional practice is established and functioning throughout the school year. Teacher PLC-Data Teams will have dedicated time to implement the identified Data Protocol. These dedicated times include a weekly forty minute common planning time for grade level teams and three one-hour sessions per month for cross grade level teams. These times will be utilized for the Data Driven Inquiry (DDI) cycle as well as for aligned professional development. For continuity across the district, SAA will receive training in and implement *the Leadership and Learning Center’s Data Team* process in conjunction with *NYS EngageNY -Paul Bambrick-Santoyo’s Driven By Data: A Practical Guide to Improve Instruction* resources. Data Team Meeting Process Steps: 1) Collect and chart data; 2) Analyze data and prioritize needs; 3) Set, review, revise incremental teaching and learning goals; 4) Select common instructional strategies; 5) Determine indicators for results;

6) Monitor and evaluate results. Teacher teams will collect, analyze and utilize individual student data from NWEA Maps and Aimsweb, and Fountas and Pinnell reading assessment (administered every 10-12 weeks 3x per year), Running Records in ELA, units of study assessments-NYS ELA and Math modules and local units of study aligned to CCLS, in order to drive curricular decisions, including modifying pacing maps and units of study to provide differentiated instruction for improved student achievement. Results of common assessments are reviewed at a data/ action-research team meeting conducted during common planning. Throughout this cycle, teachers will have access to and be provided support and resources from the RtI Data Coordinator, and instructional coaches and supervisors for ELA and Math. These personnel will provide job-embedded training and assistance with data driven inquiry, analysis and timely decisions about curriculum, assessment and instruction as well as identify professional development needs, plan, present and evaluate on-site professional development activities.

- v. **Student Support.** Describe the school-wide framework for providing academic, social-emotional, and student support to the whole school population. List the major systems for the identification of students at-risk for academic failure, disengagement/drop-out, and health issues and then present the key interventions chosen to support them. Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner. Student support programs described here should be aligned with Part 100.2 Regulations on implementing Academic Intervention Services, accessible at <http://www.p12.nysed.gov/part100/pages/1002.html#ee>.

In lieu of AIS, SAA implements a Response to Intervention Program (RtI) for ELA consistent with the part 100.2 Commissioner's Regulations and is available to all students in grades K-5. Students are identified for additional support/intervention based on multiple assessment data points including AIMSweb and NWEA MAPS. The principal and school's RtI Team along with grade level teachers review the benchmark results for students to identify appropriate interventions, ensure services are implemented and progress monitored. Under the Transformation model, the RtI Intervention Program will be expanded to include Math and Behavior for all students in grades K-5. AIMSweb screenings for Math and Pearson's Review 360 Behavior System will be used to identify, implement and progress monitor Tiered interventions for students. The building level Behavior Intervention Team (BIT), a subcommittee of the Positive Behavior Intervention Supports (PBIS) Team, is responsible for the review of referrals for social/emotional and behavioral support. As part of the Transformation model, SAA will add Review 360 behavioral screening and this team will use the Review 360 behavioral screening data along with other referral information to make recommendations for interventions and ensure services are provided. This team is supported by Parson's Child and Family Center. Referrals, recommendations and services are conducted through the BIT consistent with the RtI Plan system and fully supports the Positive Behavior Intervention and Supports (PBIS) model implemented school wide.

Supplemental Academic Interventions for ELA and Math occur on a daily basis for a dedicated intervention block. The district's RtI Handbook provides a Standard Reading Protocol. For ELA, students are grouped to receive tiered intervention. Students receive support from the classroom teacher, reading teachers, AIS teacher and instructional coaches. research-based interventions include [www.fcrr.or](http://www.fcrr.or), [www.free-reading.net](http://www.free-reading.net), and [www.readworks.org](http://www.readworks.org), *Everyday Comprehension Intervention Activities*, *Raz-Kids*, an online

guided reading program, Fountas and Pinnell's *Leveled Literacy Intervention Program (LLI) Program, Study Island*. In Math, students are grouped to receive intervention based on performance outcomes obtained from formative and summative measures. At each level students are provided experiences to promote skill fluency and problem solving to support conceptual understanding. Other interventions include, teacher made and supplemental resources identified in GO Math tiered interventions, First in Math, and *Study Island*.

Parsons Child and Family Center and SAA will continue their Albany School Support Project partnership. This is an embedded on-site program that provides school based behavioral support services to students in grades K-5 who have social, emotional, or behavioral needs so they can experience school success. The program runs 12 months a year. During summer months behavioral health services are continued, with enrichment activities for children. Parsons clinical program integrates behavioral health professionals and successful behavioral health practices into the school's environment. Parsons staff support teachers and other school personnel with interventions designed to help youths succeed in their school buildings and work in conjunction with SAA's social worker. Through the Transformation model, the partnership for the Albany School project with Parsons will be expanded so that district and agency resources can reach the increased number of students in need of supports/intervention. Whitney Young Health Center (WYHC) conducts vision and hearing screenings as well as physicals throughout the school year at the school site. They provide medical services to students on-site in lieu of the family taking the child to a physician off site.

- 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.**

SAA will continue to implement the Positive Behavioral Interventions & Supports (PBIS) program school wide, use data for decision making (VADIR data, number of students earning incentives and school wide surveys, and behavioral screening data) and determine behavioral supports and interventions from the school Social Worker, Behavior Intervention Specialist or Parsons School Based Support Services for students who do not respond to the school wide interventions. As a supplement to the Primary/Universal PBIS program, SAA will implement the *Second Step Social Skills program Prek-5* as part of the Transformational model. The purpose of the program is to provide reinforcement at the classroom level for social-emotional and self-regulation skills. The intent of the two tiered approach (*PBIS + Second Step*) is to reduce the incidence of behavior issues and referrals and equip all students with the strategies for meeting behavioral expectations so they can access their learning.

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

As part of the Transformational model, SAA will increase family and community engagement through the development and implementation of a *comprehensive family engagement plan* to create a culture of school, family and community partnership for student academic progress and social-emotional growth. This plan will ensure that parents are involved,

engaged and aware of the full array of services available through the school's partnerships and proposed expansion of the Full Service Neighborhood School Model-Extended Day Program.

Through the Transformation model and the school's partnership in the Albany Promise Initiative, SAA's Full Service Neighborhood School Model will be expanded. This expansion involves the implementation of an Extended Day Program where the school and community agencies will provide expanded learning time programming as well as family and community engagement programs and services that will support students and families socially, emotionally, physically and cognitively. The school will serve as a site-based family resource center that will provide parents and families a central location for receiving information. Upon dismissal from the regular school day, SAA will be open until 6:30pm Monday – Friday offering an array of services for students, families and the community. This will provide a consistent forum for student, family and community supports such as educational opportunities for early learning, literacy, and parental involvement initiatives. The Boys and Girls Club will offer academic and themed enrichment activities for students as well as host monthly family activities that encourage time together. The YMCA will provide an educational structured afterschool program whereby students are involved in learning based center enrichment activities. Parsons Child and Family Center will offer family engagement activities. The district will seek to work with the NYS Department of Labor to provide periodic sessions for parents and the community on job acquisition and career development using their JobZone program. Finally, as part of the *Albany Promise cradle to career vision*, a variety of parent activities, trainings and family events to support the development of the whole child. Birth to 5 will be offered.

Parent and community satisfaction will be measured through surveys and focus groups on all aspects of the school, including school culture and climate, academic programming, as well as school responsiveness to parent needs, issues and concerns, and the extended day programming.

## II. School-level Plan

### I. Training, Support, and Professional Development

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

The building principal along with the Building Leadership Team (BLT) were integrally involved in the design, planning and development of the plan, meeting 1-2x per month from December to May. The principal and BLT communicated with the school staff on a regular basis throughout the process at faculty and grade level meetings.

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

Each of the planned events is directly linked to the proposed re-design of the educational program and critical to the implementation of the Transformation model at SAA. The Studio Classroom professional development model is central to building a sustainable embedded model for continuous growth and improving teacher practice. The Instructional Leadership Director (ILD) will conduct one to one sessions with the principal of SAA-Priority School for additional support with increasing instructional leadership capacity as a means of improving teaching and learning in their school while implementing a Transformation model. The Partnership Leadership series and coaching is essential for establishing and implementing the systems and structures for ongoing school improvement that will equip the entire school community with a consistent framework for realizing the vision, mission and goals and transformation into a high performing school. Teacher teams require consistent protocols for establishing and conducting PLCs. This training provides the model and coaching necessary for these teams to function as data driven inquiry/instruction teams. Professional Development for Rigorous Curriculum Development and Common Formative Assessment is necessary early on so that the curriculum alignment with the CCLS work can be continued and move to the review and revise stage based on student performance using the Data Teams and protocol training. In order to align and implement the curricular NYS Math and ELA Modules, teachers need training with how to incorporate them into their instruction. This will be ongoing training within the weekly common planning times, three times monthly professional development days, and afterschool PD sessions. PD and coaching on how to create student growth plans based on data sets including NWEA MAPS will further equip teachers to use data to drive their instructional practices, differentiate and individualize instruction for students. Second Step is the social skills program for reducing behavioral incidents and referrals and increasing students self-regulation skills contributing to a safer environment with more time engaged in meaningful learning and teaching. Teachers will receive initial training from the vendor and access ongoing support on-line and from Parsons staff.

- 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 effects of the training, support and professional development will be evaluated by the principal and Building Leadership Team, with the support of partners Webb and Associates and TeamWorks International, at their regular meetings held 2x-4x per month and more often as needed. This team will review the identified data sources for coordination and implementation of planned events, as well as observations and surveys developed based on the desired outcome and method for analysis, for the purpose of evaluating the quality and effects of the professional development including participant reactions, level of learning and use of new knowledge and skills, and impact on student learning. All results will be communicated and actions taken for modifications to the plan based on the team's regular meeting minutes and actions template described in the School-level Organizational Plan section of this proposal.

**II. School-level Plan**

**Implementation Period Chart  
Training, Support, and Professional Development Events  
September 1, 2013-August 31, 2014**

<b>Training Event</b>	<b>When</b>	<b>Agent/Organization Responsible for Delivery</b>	<b>Desired Measurable Outcomes</b>	<b>Method for Outcome Analysis</b>
Studio Classroom Coaching	5 sessions to be held in: October 2013 December 2013 January 2014 March 2014	Webb and Associates along with Washington Center for Education Leadership (CEL)	Complete Studio Classroom cycle –functioning model for embedded professional development and school wide high quality learning	Debriefing of lessons  Observations
ILD Twice Monthly leadership support SAA principal	Second and Third Monday of each month September 2013-June 2014	City School District of Albany ILDs  Webb and Associates Coach	Increase capacity as a means of improving teaching and learning Support specific to the key strategies of the school's Transformation Model	Progress with implementing and leading the Transformation Model strategies and activities Observations-learning walks
Partnership Leadership Frameworks-Vision Card PLC -PD and coaching	September 2013- June 2014 On-site coaching Building Leadership Team, Grade Level PLCs	TeamWorks International	Decision making and guiding change Individual and group professional transitions and development Understanding the power of personality, differences and how to manage well across those differences Managing trust / mistrust as	Checkout survey  Monthly coaching and leadership journal review  Final presentation of learning, impact and change

	On-site coaching Principal		well as partnership / isolation School-based change and strategic planning aligned to District Operational Plan Situation, conflict and opportunity assessment Managing power and authority based on real issues and situations Difficult conversations leading to innovation and ownership	
Rigorous Curriculum Development, Common Formative Assessment	November 2013	Leadership and Learning Center	Remaining units of study and assessments for ELA and Math aligned to CCLS developed entered into Rubicon and implemented	Review of the developed units and assessments NYSED Tri State Rubric
Data Teams	September 2013	Leadership and Learning Center	Teacher PLCs trained and implementing Data Protocol	Review of PLC meeting documentation demonstrating implementation of Protocol Student performance measures Observations
PLCs –topics: Data Team Protocols Instructional Strategies reflective of 6 shifts in	September 2013- June 2014	Instructional Coaches for ELA and Math Instructional Supervisors Student Growth and	Evidence of implementing learned instructional strategies and shifts	NYSED: Tri State Rubric Instructional Evidence Guide

ELA and Math Differentiated Instruction Blooms		Testing Coordinator Rtl Data Coordinator		5 Dimensions of Learning Rubric
Balanced Literacy and the NYS ELA Modules	September 2013-June 2014	Instructional Coaches and Supervisors for ELA	Instructional Blocks utilized according to timeframe in schedules Evidence of Modules implemented	Observation Teacher Survey Instructional Evidence Guide
NYS Math Modules	September 2013-June 2014	Instructional Coaches and Supervisors for Math	Instructional Blocks utilized according to timeframe in schedules Evidence of Modules implemented	Observation Teacher Survey Instructional Evidence Guide
NWEA- Maps and Student Growth Plans- Descartes system	September 2013 January 2014 Summer 2014	NWEA coaches	All teachers trained Individual student growth plans developed Instruction reflective of needs	Student performance data Review of student growth goal sheets
Second Step	October-2013 and ongoing (online and Parsons)	Committee For Children Online Parsons embedded support	Implementation of program within the context of the day Reduction in behavior issues/referrals	Pearson 360 data Referral data Observation Teacher survey

**II. School-level Plan****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.**

SAA will consult, collaborate and update all key stakeholders through a variety of communication methods throughout the implementation of the SIG plan. The School Improvement Manager (SIM) will be responsible for developing the action plan and specific communication system with the assistance of the district's Communication Office. This system will ensure communications within and among all stakeholder groups and provide a forum to share information and elicit involvement with implementing the plan.

The purpose of the communication system is to provide timely information regarding the vision, goals, progress, and overall status of the Transformation model implementation and to create a shared knowledge, ownership, and contributions to the goals by families, all staff and the community. The system will enable stakeholders to identify implementation problems early and contribute to midcourse corrections as well as highlight and celebrate achievement of important milestones. The following communication system methods, times, places and intended audiences are described below.

<b>Communication Method</b>	<b>Times</b>	<b>Place/Audience</b>
Open Houses	4x per year September and Quarterly	Schuyler Achievement Academy Parents, Community, School and District Personnel, Students
Parent/Teacher Conferences	4x per year	Schuyler Achievement Academy Parents
School Webpage devoted to Transformation Model	Ongoing-regular updates occurring according to actions and status	District Website Parents, Community, School and District Personnel, Students
School Newsletter	Monthly	Sent Home and posted on webpage Parents, Students, School Personnel
District Newsletter	4x per year	Column with updates and status Parents, Community, School and District Personnel, Students
PTA Meetings	Monthly	Schuyler Achievement Academy Parents, School Personnel
Faculty Meetings/ emails/memos	Monthly	Schuyler Achievement Academy School Personnel
Albany Promise Action Team- Community Meetings	Monthly	Schuyler Achievement Academy Other community locations as determined by the group Community, School Personnel, Community Agencies involved in the program
Board Of Education Meetings	4x per year	Various schools throughout the district with at least one to be held at Schuyler Achievement Academy Parents, Community, School and District Personnel Students
Committee Meeting Minutes (BLT/SIT, PBIS/BIT, Ri/IST)	2-4x per month	Schuyler Achievement Academy School and District Personnel

**II. School-level Plan****K. Project Plan and Timeline****i. Identify and describe the goals and key strategies for year-one implementation period (September 1, 2013, to August 31, 2014).**

Goals: 1) Develop systems and structures that build capacity of the principal and all instructional staff for increased student achievement 2) Fully align and implement curriculum with the CCLS that promotes rigor and high levels of student achievement 3) Increase family and community engagement through a comprehensive plan

<b>Key Strategies/Actions</b>	<b>Timeline</b>	<b>Outcome</b>
Recruit for anticipated staff vacancies for Transformation model	August- September 2013	All new staff identified in application hired with a September start date
Convene Building Leadership / School Improvement Team (BLT/SIT)	August-September 2013	• Completed detailed/monthly SIG action plan with benchmarks to guide the implementation of the Transformation model
Create Communication System	September 2013-ongoing	• System for timely and ongoing communication around the SAA Transformation model with all stakeholder groups is developed and implemented
Provide initial and ongoing Professional Development outlined in the plan– BLT subcommittee for PD	September - ongoing See Implementation Period Chart in School Level Plan	• Building Level PD calendar updated • PD is coordinated and implemented • Evaluation measures for PD developed and communicated • PD evaluated, data collected and analyzed for impact on instruction
Align ELA and Math Curricula to CCLS reflective of NYS ELA and Math Modules	September 2013- June 2014	• All staff trained –Leadership and Learning Center’s Rigorous Curriculum Design and Common Formative Assessment process • Rubicon Atlas purchased and implemented
Extended Day Program Launch	September - October 2013	• Extended Day Program Committee with Albany Promise Partners formed and operational • 50% of students enrolled in extended day
Create Family and Community Engagement Plan	September- December 2013	• Comprehensive Plan communicated • Increase number of families and community accessing services school day and extended day
RtI for Behavior Model	October-ongoing	• Implementation plan developed and communicated for Pearson 360 and Second Step curriculum • Second Step Program implemented and monitored with supports from Behavior Intervention Specialist, Parsons staff

Deploy all resources to support the program plan	September-December 2013	<ul style="list-style-type: none"> <li>• Purchase LLI kits</li> <li>• Purchase Study Island and Raz Kids</li> <li>• Purchase ELA Module texts</li> <li>• Purchase Math Module tools</li> <li>• Purchase and install Computers and other technology</li> </ul>
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**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.**

The identified early indicators of the successful implementation of the SIG plan include:

- The timely hiring of new staff to support the key strategies and goals of the plan
- Increased teacher and student attendance
- 50% of families accessing the extended day
- Decrease in discipline referrals

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

Leading Indicators:   Number of minutes in the school year  
                                   Student average daily attendance  
                                   Teacher attendance rate  
                                   Number of discipline referrals  
                                   Suspension rate

The collection, analysis and communication of the data indicators will be consistent with the Organizational Plan described in Section G. ii. of this plan. The Building Leadership Team (BLT) will function as the School Improvement Team and meet 2-4x per month with the School Improvement Manager (SIM) and building principal to review the Transformation model action plan, status of implementation, and identified data sources, formulate actions/next steps and communicate to all stakeholder groups via the articulated communication system and through the various communication avenues described in Section J. i. Communication and Stakeholder Involvement/Engagement of this plan.

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

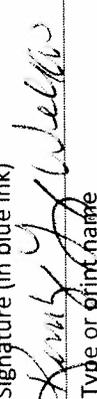
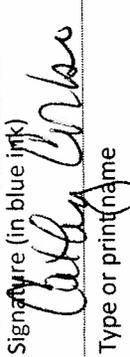
The goals and key strategies for years two and three are to:

- Refine processes and respond to data findings, surveys and other feedback for improvement in all areas (i.e. communication, PD, extended day program and family engagement, resources and support for implementing the articulated curriculum)
- Implement a second Studio Classroom
- Continued coaching and job-embedded PD for implementing the CCLS, NYS modules reflective of the shifts and 5 Dimensions of teaching and learning
- Continued coaching and support to fully operationalize data driven systems and structures for continuous improvement

### Attachment A Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature does not indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed in the "Summary Documentation" box and submitted to NYSED on this form.

Principals Union President / Lead	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)  Type or print name Kimberly Wilkins	6/6/13	
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)  Type or print name Cathy Corbo	5-30-13	
Parent Group 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)  Type or print name Danae Holland	5/23/13	

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	Baseline Data	Target for 2013-2014	Target for 2014-2015	Target for 2015-16
<b>I. Leading Indicators</b>							
a. Number of minutes in the school year	min	64800	70200	70200	93000	93000	93000
b. Student participation in State ELA assessment	%	99%	100	100	100	100	100
c. Student participation in State Math assessment	%	99%	100	100	100	100	100
d. Drop-out rate	%	2.7%	6%	NA	NA	NA	NA
e. Student average daily attendance	%	93%	93.84	92.32	93	94	95
f. Student completion of advanced coursework	-	-	-	NA	NA	NA	NA
g. Suspension rate	%	5%	14%	6%	5%	3%	1%
h. Number of discipline referrals	num	-	2607	526	400	300	200
i. Truancy rate	%	-	Do not track	-	-	-	-
j. Teacher attendance rate	%	NA	92.24%	95.62%	98%	99%	99%
k. Teachers rated as "effective" and "highly effective"	%	NA	89.7%	100	100	100	100
l. Hours of professional development to improve teacher performance	num	-	100	100	200	150	150
m. Hours of professional development to improve leadership and governance	num	-	120	140	200	150	150
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	-	40	40	95	150	150
<b>II. Academic Indicators</b>							
o. ELA performance index	PI	144	115	94	111	128	147
p. Math performance index	PI	157	124	109	124	139	154
q. Student scoring "proficient" or higher on ELA assessment	%	54	39.4	19.5	35	45	55
r. Students scoring "proficient" or higher on Math assessment	%	65	23.5	30.6	43	55	65
s. Average SAT score	score	1461	1434	NA	NA	NA	NA
t. Students taking PSAT	num	153459	219	NA	NA	NA	NA
u. Students receiving Regents diploma with advanced designation	%	38%	20%	NA	NA	NA	NA
v. High school graduation rate	%	74%	53%	NA	NA	NA	NA
w. Ninth graders being retained	%	NA	30%	NA	NA	NA	NA
x. High school graduates accepted into two or four year colleges	%	78%	75%	NA	NA	NA	NA

**Attachment C**  
**Evidence of Partner Effectiveness Chart**

<b>Partner Organization Name and Contact Information and description of type of service provided.</b>	<b>Schools the partner has successfully supported in the last three years</b> (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.)	<b>References / Contracts</b> (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.)
TeamWorks International Inc. 7037 20th Avenue South Centerville, MN 55038 (651) 429-7340	<ol style="list-style-type: none"> <li>1. St. Paul Public Schools</li> <li>2. Columbus City Schools</li> <li>3. Edina Public Schools</li> <li>4. Mounds View Public Schools</li> </ol>	<ol style="list-style-type: none"> <li>1. Dr. Valeria Silva - Supt 651- 767-8150 supt.silva@spps.org Jean O'Connell - Chair 651-295-1623 <a href="mailto:Jean.OConnell@spps.org">Jean.OConnell@spps.org</a></li> <li>2. Dr. Gene Harris - Supt 614-365-5888 superintendent@columbus.k12.oh.us Carol Perkins - Pres. 614-439-5195 <a href="mailto:carol@whycarolcares.com">carol@whycarolcares.com</a></li> <li>3. Dr. Ric Dressen - Supt 952-848-4025 <a href="mailto:ricdressen@edina.k12.mn.us">ricdressen@edina.k12.mn.us</a> Randy Meyer - Chair 952-848-3912 x7308 <a href="mailto:randmeyer@edina.k12.mn.us">randmeyer@edina.k12.mn.us</a></li> <li>4. Dr. Dan Hoverman - Supt 651-621-6002 <a href="mailto:dan.hoverman@moundsviewschools.org">dan.hoverman@moundsviewschools.org</a> John Tynjala - Chair 651-621-6081 <a href="mailto:Jon.Tynjala@moundsviewschools.org">Jon.Tynjala@moundsviewschools.org</a></li> </ol>
<b>Partner Organization Name and Contact Information and description of type of service provided.</b>  Dr. Betty Webb Consulting Inc 5456 Kings Circle North	<ol style="list-style-type: none"> <li>1. Norristown Area School District</li> </ol>	<b>References / Contracts</b> (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)  <ol style="list-style-type: none"> <li>1. Dr. Janet Samuels, Superintendent, <a href="mailto:jsamuels@nasd.k12.pa.us">jsamuels@nasd.k12.pa.us</a>; Denise Ashe, Board President;</li> </ol>

<p>Brooklyn Park, MN 55443                  Betty.webb@comcast.net                  763-425-3545 (Office)                  763-425-2148 x)                  763-425-2149 and University at                  Washington Center                  for Educational                  Leadership (CEL)</p>	<p>2. Elizabeth Public Schools</p> <p>3. Columbus Public Schools</p> <p>4. Dr. Larry Leverett, Executive Director,                  Panasonic Foundation (Multiple School                  Districts)</p> <p>5. Highline Washington</p> <p>6. Anchorage Public Schools</p> <p>7. Minneapolis Public Schools</p>	<p>deashe@aol.com</p> <p>2. Pablo Munoz, Superintendent,                  munozPa@elizabeth.k12.nj.us</p> <p>3. Dr. Gene Harris, Superintendent;                  superintendent@columbus.k12.oh.us; 614-365-5888</p> <p>4. Dr. Larry Leverett, Executive Director, Panasonic                  Foundation, Secaucus, NJ                  lleveret@foundation.us.panasonic.com; 201-392-4131</p> <p>5. Susan Enfield, Superintendent;                  206-433-2217 ; susan.enfield@highlineschools.org</p> <p>6. Leslie Vandergaw, Executive Director for Professional                  Development                  907-742-4249 ; vandergaw.leslie@asdk12.org</p> <p>7. Mark Bonine, Associate Superintendent                  612-668-0140 ; mark.bonine@mpls.k12.mn.us</p>
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# Dr. Betty Webb Consulting Webb and Associates

CEL (BWA/CEL)

## Class of 2013 Guidance Records for Paths to Excellence

**March, 2013**

**COUNSELOR:** AF: Flexner EH: Hadrick/Harbaugh NM: Mitchell MM: McGowan ES: Shaw  
JW: Wolfenson

**Ethnicity:**

	AF	EH	NM	MM	ES	JW	Totals	Notes
Black Male	8	6	10	20	7	11	62	
Black Female	16	11	14	12	14	11	78	
White Male	14	14	12	13	9	16	78	
White Female	10	10	10	12	16	8	66	
Latino Male	2	4	8	3	2	2	21	
Latino Female	6	7	6	1	5	3	28	
Asian Male		2	1	1	2	2	8	
Asian Female	1	1					2	
Multi-Race/M		1					1	
Multi-Race/F								
<b>Totals</b>	<b>57</b>	<b>56</b>	<b>61</b>	<b>62</b>	<b>55</b>	<b>53</b>	<b>344</b>	

**2013 SAT Total Numbers by Counselor**

	AF	EH	NM	MM	ES	JW	Totals
Black Male	8	5	7	16	4	9	49
Black Female	12	8	8	10	12	11	61
White Male	14	12	10	8	8	14	66
Black Female	8	9	8	11	15	5	56
Latino Male	1	1	4	3	1	2	12
Latino Female	4	6	2	1	3	1	17
Asian Male		2	1	1		1	5
Asian Female	1	1					2
Multi-Race/M		1					1
Multi-Race/F							
<b>Totals</b>	<b>48</b>	<b>45</b>	<b>40</b>	<b>50</b>	<b>43</b>	<b>43</b>	<b>269</b>

84%   80%   65%   81%   78%   81%   78%

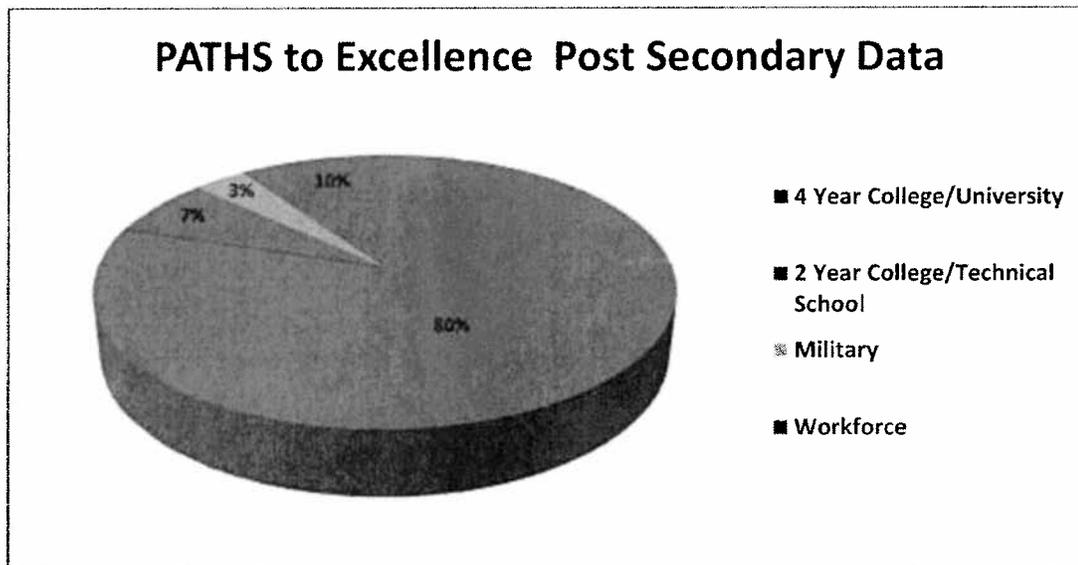
**Class of 2013 Applications:**

	AF	EH	NM	MM	ES	JW	Totals
Black Male	7	6	7	19	3	11	53
Black Female	14	11	8	12	13	11	69
White Male	13	14	8	12	8	16	71
White Female	7	10	6	12	14	7	56
Latino Male	1	3	7	3	1	2	17
Latino Female	3	7	4	1	2	2	19
Asian Male		2	1	1		2	6
Asian Female	1	1					2
Multi-Race/M		1					1
Multi-Race/F							
<b>Totals</b>	<b>46</b>	<b>55</b>	<b>41</b>	<b>60</b>	<b>41</b>	<b>51</b>	<b>294</b>

80%   98%   67%   96%   75%   96%   85%

## PATHS to Excellence 2012 Graduate Information

PATHS to Excellence Post-Secondary Data		
	Number	Percent
4 Year College/University	343	80%
2 Year College/Technical School	30	7%
Military	15	3%
Workforce	41	10%
<b>TOTALS</b>	<b>429</b>	<b>100%</b>



\*Data is self-reported

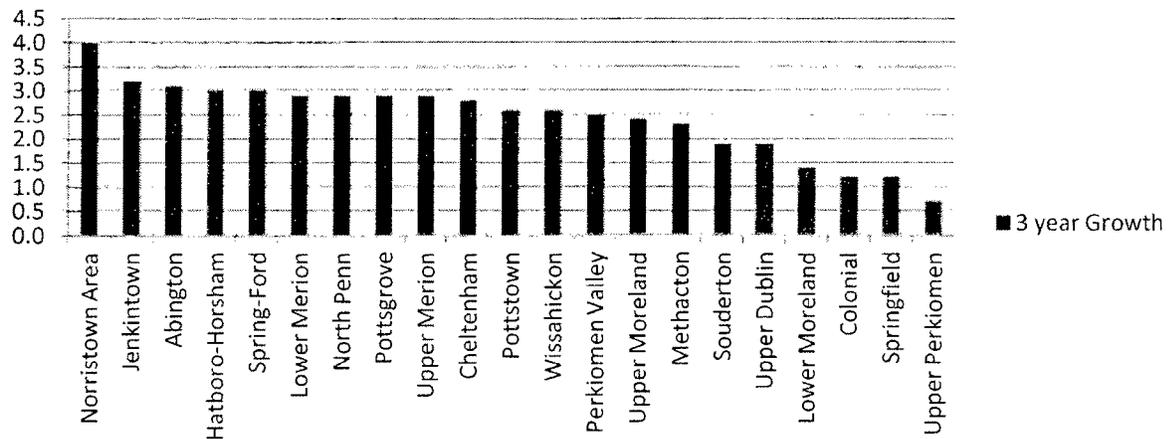
BWA/CEL

### 3 year Mathematics PVAAS Growth 2007 - 2010

### Montgomery County School Districts

District	3 year Growth
Norristown Area	4.0
Jenkintown	3.2
Abington	3.1
Hatboro-Horsham	3.0
Spring-Ford	3.0
Lower Merion	2.9
North Penn	2.9
Pottsgrove	2.9
Upper Merion	2.9
Cheltenham	2.8
Pottstown	2.6
Wissahickon	2.6
Perkiomen Valley	2.5
Upper Moreland	2.4
Methacton	2.3
Souderton	1.9
Upper Dublin	1.9
Lower Moreland	1.4
Colonial	1.2
Springfield	1.2
Upper Perkiomen	0.7

**Mathematics PSSA  
Student Achievement Growth  
2007 - 2010  
Montgomery County**

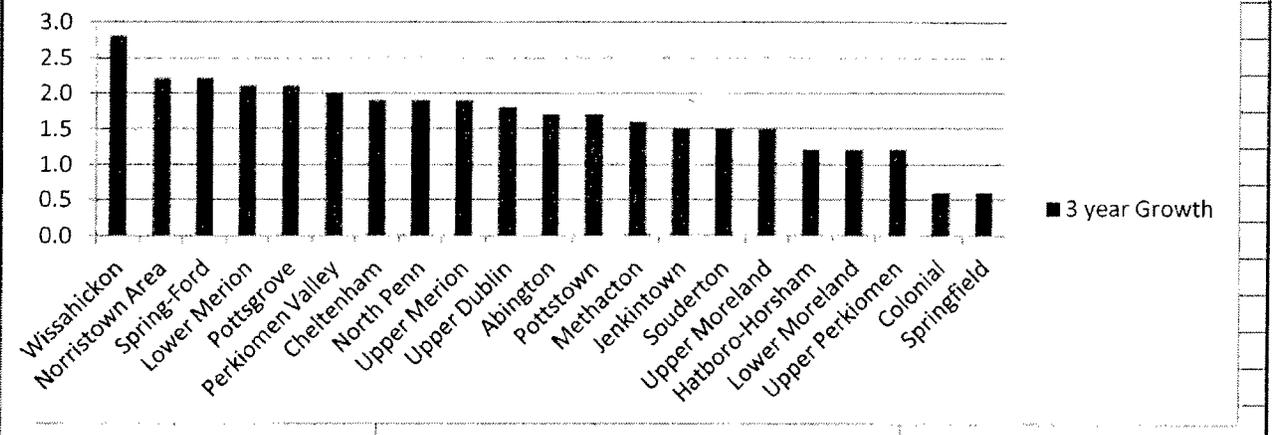


### 3 year Reading PVAAS Growth 2007 - 2010

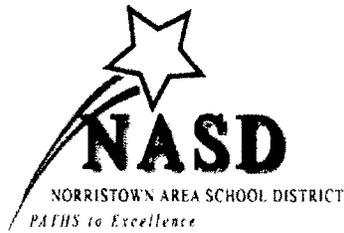
### Montgomery County School Districts

District	3 year Growth
Wissahickon	2.8
Norristown Area	2.2
Spring-Ford	2.2
Lower Merion	2.1
Pottsgrove	2.1
Perkiomen Valley	2.0
Cheltenham	1.9
North Penn	1.9
Upper Merion	1.9
Upper Dublin	1.8
Abington	1.7
Pottstown	1.7
Methacton	1.6
Jenkintown	1.5
Souderton	1.5
Upper Moreland	1.5
Hatboro-Horsham	1.2
Lower Moreland	1.2
Upper Perkiomen	1.2
Colonial	0.6
Springfield	0.6

**Reading PSSA  
Student Achievement Growth  
2007 - 2010  
Montgomery County**



BWA/CEL



School	Targets	% of Targets
Cole Manor	17 of 17	100%
Gotwals	14 of 17	82.3%
Hancock	12 of 15	80%
Marshall Street	16 of 21	76%
Paul Fly	17 of 17	100%
Whitehall	9 of 17	53%
East Norriton	26 of 29	90%
Eisenhower	19 of 29	66%
Stewart	25 of 29	86.2%
Norristown Area High School	28 of 30	93.3%

W301094 10

# Pennsylvania AYP Reporting System

*BWA/CEL*

## Adequate Yearly Progress Status for 2011-2012

123465602 NORRISTOWN SD - 6729 NORRISTOWN AREA HS

Note: [View Legend](#)

### School Status Report

2011-2012 AYP Status	This School met 28 target(s) out of 30.
	Corrective Action II - 6th Year

Mathematics				
	Participation Goal = 95%	Met Participation Target	Performance Goal = 78%	Met Performance Target
All Students	99.2	Yes	50.6	Yes-SH
White non-Hispanic	99.4	Yes	65.3	Yes-SH
Black non-Hispanic	98.8	Yes	39.5	Yes-SHCI
Latino/Hispanic	100.0	Yes	36.5	Yes-SHCI
Asian or Pacific Islander	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A
Multi-Racial/Ethnic	No Students	No Students	No Students	No Students
IEP	97.9	Yes	23.6	Yes-SHCI
English Language Learner	N/A	N/A	N/A	N/A
Economically Disadvantaged	99.0	Yes	40.0	Yes-SHCI

Reading				
	Participation Goal = 95%	Met Participation Target	Performance Goal = 81%	Met Performance Target
All Students	99.0	Yes	62.0	Yes-SH
White non-Hispanic	99.4	Yes	73.3	Yes-SHCI
Black non-Hispanic	98.8	Yes	53.9	Yes-SH
Latino/Hispanic	98.2	Yes	49.0	Yes-SH
Asian or Pacific Islander	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A
Multi-Racial/Ethnic	No Students	No Students	No Students	No Students
IEP	97.9	Yes	24.7	No
English Language Learner	N/A	N/A	N/A	N/A
Economically Disadvantaged	98.6	Yes	50.8	Yes-SHCI

Graduation Rate		
	Graduation Rate Goal = 85% or Improvement	Met Graduation Target
All Students	90.71%	Yes
White non-Hispanic	95.90%	Yes
Black non-Hispanic	92.81%	Yes
Latino/Hispanic	78.26%	No
Asian or Pacific Islander	N/A	N/A
American Indian or Alaskan Native	No Students	No Students
Multi-Racial/Ethnic	N/A	N/A
IEP	92.06%	Yes
English Language Learner	N/A	N/A
Economically Disadvantaged	91.23%	Yes

Legend	
Symbol	Definition
~	Not measured for feeder schools
N/A	Not applicable for subgroups with fewer than 40 students
N2	Two Years of Data
N3	Three Years of Data
SH	Safe Harbor
CI	Confidence Interval
APP	Appeal
GM	Growth Model

BWA/CEL



**Grade 11 High School Proficiency Assessment (HSPA)  
2005 – 2012**

<b>Language Arts Literacy</b>								
	2005	2006	2007	2008	2009	2010	2011	2012
Dwyer						44	54	59
Edison						60	60	69
EHS						99	100	99
Halsey						59	62	70
Hamilton						79	91	91
Jefferson						67	77	83
District	58	58	61	56	63	69	74	78
State	83	84	85	83	84	87	90	NA
DFG	58	58	62	57	58	63	70	NA

<b>Mathematics</b>								
	2005	2006	2007	2008	2009	2010	2011	2012
Dwyer						33	36	42
Edison						40	33	52
EHS						97	98	98
Halsey						30	35	43
Hamilton						55	62	89
Jefferson						40	38	53
District	47	45	37	44	43	49	50	62
State	76	76	73	75	73	74	75	NA
DFG	46	45	42	43	41	45	47	NA

BWA/CEL

Student Achievement

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2015-2016 Target
<b>1</b>								
<b>K-2 Composite</b>								
Reading	63	68	72	77	78	80	76	90
Language Arts	73	77	78	84	83	87		90
Math	72	74	79	83	85	87	85	90
<b>Kindergarten</b>								
Reading	63	71	78	84	82	82	79	90
Language Arts	70	74	80	85	84	89		90
Math	73	76	87	90	90	90	89	90
<b>Grade 1</b>								
Reading	68	75	76	81	81	83	75	90
Language Arts	72	78	77	84	83	84		90
Math	70	73	74	81	86	87	84	90
<b>Grade 2</b>								
Reading	57	58	61	66	71	75	74	90
Language Arts	77	78	78	83	82	85		90
Math	71	73	76	78	81	84	82	90
Elizabeth Public Schools changed Terra Nova test edition in 2011. Terra Nova 2nd Edition used in 2004-2010; and Terra Nova 3rd Edition used in 2010-2011.								
<b>2</b>								
<b>3 - 5 Composite</b>								
Language Arts	68	69	72	66	47	46	46	90
Math	69	73	77	77	67	69	70	90
<b>Grade 3</b>								
Language Arts	70	69	75	80	51	49	52	90
Math	73	78	80	82	69	72	71	90
<b>Grade 4</b>								
Language Arts	66	66	69	74	44	62	47	90
Math	66	71	76	79	41	65	73	90
NJ DOE changed the proficiency standard in Language Arts Literacy and Mathematics for grades 3 and 4 in 2009								

BWA/CEL

Data Dashboard Report

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2015-2016 Target
<b>Grade 5</b>								
Language Arts		73	73	42	46	49	39	90
Math		70	73	68	71	70	68	90
Grade 5 did not begin taking the NJ ASK until the 2005-2006 school year NJ DOE changed the proficiency standard in Language Arts Literacy and Mathematics for grade 5 in 2008.								
<b>6 - 8 Composite</b>								
Language Arts	45	49	52	45	55	69	55	90
Math	29	39	46	46	53	51	60	90
<b>Grade 6</b>								
Language Arts		49	54	32	52	48	52	90
Math		48	66	54	60	62	68	90
<b>Grade 7</b>								
Language Arts		57	56	43	50	54	44	90
Math		38	39	47	51	55	56	90
<b>Grade 8</b>								
Language Arts	45	42	45	57	63	66	71	90
Math	29	30	34	37	48	50	55	90
Grades 6 and 7 did not begin taking the NJ ASK until the 2005-2006 school year; Composite data for the 2004-2005 school year includes grade 8 only NJ DOE changed the proficiency standard in Language Arts Literacy and Mathematics for grades 6, 7, and 8 in 2008								
<b>9 - 10 Composite</b>								
Language Arts				63	64	69	65	90
Math				43	46	51	60	90
<b>Grade 9</b>								
Language Arts				62	65	71	67	90
Math				39	44	50	55	90
<b>Grade 10</b>								
Language Arts				63	63	67	66	90
Math				49	49	53	64	90
Elizabeth Public Schools began administering the NJ PASS in grades 9 and 10 in 2008								

Data Dashboard Report

BWA/CEL

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2015-2016 Target
<b>Grade 11</b>								
Language Arts	58	58	61	56	63	69	72	90
Math	47	45	37	44	43	49	49	90
<b>Grade 11 (Banked)</b>								
Language Arts	66	66	73	68	76	78	NA	90
Math	50	52	52	52	55	61	NA	90
<p>At the high school level, students are administered the HSPA multiple times until they pass both sections for graduation. As a result, the NJ Department of Education began using up to three test administrations per student to calculate AYP. These results are the "Banked" results from the spring of the year indicated. We do not yet have three test administrations for the cohort of students tested in the spring 2011.</p>								
<b>Science</b>								
Grade 4	56	57	60	66	75	83	77	90
Grade 8	44	47	46	58	64	64	69	90

Early Childhood

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2015-2016 Target
<b>7 Average ECERS-R</b>	4.98	4.96	5.3	5.6	5.46	5.67	6.14	6
<b>8 ECERS-R above 6</b>								
<b>Total classrooms evaluated</b>	19	19	19	19	19	192	213	
<b># of classrooms at or above 6</b>	NA	NA	NA	NA	NA	67	146	
<b>% of classrooms at or above 6</b>	NA	NA	NA	NA	NA	35	69	100
<p>Prior to the 2009-2010 school year individual classroom results were not made available, as only a sampling of classrooms were visited.</p>								

<b>9 Average AP Score</b>	2.06	2.23	2.12	2.05	1.82	2.12	2.00	3.00
<p>Average AP Score is based on 3 being the passing score.</p>								
<b># of AP Exams Administered</b>	276	194	469	465	752	726	967	TBD

Budget

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2015-2016 Target
<b>10 Unqualified Audit</b>	Yes	Yes	Yes	Yes	Yes	Yes	NA	Yes

Data Dashboard Report

BWA/CEL

Notes:

NA = Not Available

TBD = To Be Determined

Achieved Target

No Data; Data Not Applicable

2004-2005 data = previous superintendent

2005-2006 through 2010-2011 data = Superintendent Munoz

# INTRODUCTION TO TEAMWORKS INTERNATIONAL, INC. - TWI

For 18 years, TeamWorks International has been working with organizations to enhance their capacity for strategic, constructive change. Our clients come from community, education, government, religious, and business settings but they share a common aspiration: to achieve their goals while remaining healthy, dynamic and accountable.

**OUR MISSION** To enhance the capacity for strategic, constructive change in mission-focused, passion-driven organizations

## OUR APPROACH

- We honor our clients as competent and offer realism, hope and compassion in challenging situations.
- We take the time to really know our clients and their organizations.
- We customize our services specifically for each client and each situation.
- We are co-learners with our clients and recognize the value of their perceptions and insights.
- We have made a conscious choice to engage in this work in these environments and are deeply invested in our clients' success.

## OUR CORE STRATEGIES

**Insight Services** Insight Services involves the synthesis of client data with relevant external data derived from demographic research, surveys and cultural analyses to deepen clients' understanding of both challenges and opportunities. Our specific Insight Services include GIS mapping, online surveys, and customized research and analysis.

**Vision Delivery Services** An organization can have a great mission, great people and great leadership and still not perform well because of internal misalignment. We help clients integrate their mission, vision, strategies, structures, success systems and leadership practice, then develop a roadmap for the ongoing organizational journey. Our comprehensive, practical and personalized approach encourages those in governance, management and consultative roles to work in concert for the mission and success of their organization.

**Partnership Leadership Development Services** TeamWorks has earned a national reputation for helping organizations develop the capacity for *Leadership through Partnership*, a compliment to the traditional "command/control" style of leadership. Through this approach, organizations become more adaptive, responsive and proactive as individuals and groups at different levels of authority begin to use consistent images, language and process in their interactions with one another.

**The Proprietary FrameWorks™ Series** FrameWorks are graphical images that help guide and support leadership and organizational development. Developed and delivered exclusively by TeamWorks professionals, these simple, memorable images provide both a process and a frame of reference through which leaders can interpret and manage complex webs of situations, environments, people, and influences.

TWI

## PROJECT TEAM

### **Dennis M. Cheesebrow Founder and Principal, TeamWorks International**

With more than 20 years of experience serving the education, faith, government, business and human service marketplaces, Dennis Cheesebrow brings a broad array of experience in coaching, consulting, leadership and systems development to each client and audience. His direct style is sprinkled with humor, abundance and a deep appreciation for the human dynamics and potential in organizations and communities.



TeamWorks International is a leading national consultancy in the area of public education and well known for the Education Leadership System™ (ELS): an insightful and pragmatic view into the three authorities of governance, management and consultation. ELS is the model for partnership between six groups of adults to provide for the mission and promise of public education for all students. This structural and systemic approach of aligning the adults for ALL students learning is being applied in urban districts such as Columbus City Schools, Paterson Public Schools, St. Paul Public Schools, Greenwich Public Schools and Santa Fe Public Schools, in addition to more than 30 other suburban and rural school districts across the country. System tools such as the Strategic Roadmap, VisionCards, StrategyCards, and Monitoring Reports are becoming more commonplace among public school districts striving for mission and student success.

TeamWorks International is breaking new ground in continuous improvement in public education through its Insight Services group in assisting districts and communities to more deeply understand the intersection of learning, poverty, race, gender and housing to develop collaborative solutions to increase learning while closing the achievement gap.

Dennis has authored a new book, just released in 2012, titled *Partnership; Redefined: Leadership through the Power of &* as well as the *Educational Leadership System Guidebook (2009)* and the *FrameWorks Guidebook (2009)*. He was a contributing author to the book, *Voices From The Field: An Introduction to Human Systems Dynamics* in 2003. He also holds three U.S. Patents from his 17 years at 3M as an engineer, research laboratory manager and marketing/business manager prior to founding TeamWorks International.

## Dr. Julie Goldsmith

### Senior Consultant, TeamWorks International

Julie Goldsmith, senior consultant at TeamWorks International, blends her experience across multiple arenas to assist clients in the areas of partnership skills, strategic growth, personality and motivation, and systemic alignment and accountability.

From the beginning of her career, Julie has helped mission focused organizations build their capacity for the future. As the Senior Vice President for Non-Profit and Education, Julie's 13 years with SIMA International was an opportunity to assist a spectrum of clients in understanding their personal motivation, career planning, and team and organizational dynamics. Engaged and inspired by many of her clients, Julie pursued her teaching licensure and entered into the classroom. For six years, Julie taught 7<sup>th</sup> grade students, served as a department leader for the largest district in Minnesota, and began the move into administration. With the "bigger picture" in sight, Julie accepted a position in 2009 with TeamWorks where her combined skills benefit the education and non-profit clients we serve.

Julie is known for her ease and comfort in working side by side with clients to approach each project with insight and compassion. Both lighthearted and results oriented, Julie brings energy, focus and hope to the organizations that she is honored to serve.

Julie's work with clients includes: Strategic and tactical planning grounded in organizational vision; VisionCard accountability systems development and implementation to ensure continuous improvement knowledge and capacity development; customizing leadership development for clients through the Frameworks® Partnership Series; market research, application, and implementation of Strategic Planning; Individual and cohort coaching grounded in TeamWorks' proprietary FrameWorks™ and Organizational Development theory; certified presenter of the Personality Color Inventory and its application through TeamWorks' Four Color View; and, Critical Position Benchmarks to assure job-fit in key hires or restructuring.

Julie has a Doctorate of Education in Organization Development from the University of St. Thomas. She received a Masters of Arts in Teaching and her Minnesota K-12 Principal Licensure from the University of St. Thomas and her undergraduate in Organizational Studies from Bethel University.

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## **Christine Wroblewski Senior Consultant, TeamWorks International**



Christine Wroblewski, senior consultant at TeamWorks International, is a seasoned advisor, executive, and strategic communications practitioner for public and non-profit organizations. As a valued, effective and personal consultant and coach, Christine guides organizations and the people in them to connect and communicate more effectively by developing a deeper capacity for analysis, planning, prioritization, and development. Her areas of expertise include strategic communications, issue identification and management, stakeholder analysis, and stakeholder engagement.

She has worked inside and alongside education-focused organizations since 1993. As Chief Community Relations Officer for Saint Paul Public Schools, Christine led the transformation of the office from a communications-only focus to a broader community relations and engagement focus. While there, she also assisted in two superintendent searches and three superintendent transitions; actively supported two successful school referendum campaigns; and advocated successfully for the development of a year-round, cross-departmental outreach team to have a more positive and regular presence in the community.

As president of Wroblewski Consulting LLC, her projects have included guiding schools and school districts through change processes and major decision-making efforts with an emphasis on stakeholder engagement; communications needs assessments and strategic communications consulting; focus group facilitation on a number of educational topics; and project coordination and facilitation.

Christine has received numerous state and national communications awards and presents on communications and community relations topics, both locally and nationally. She currently serves as president-elect of the Minnesota School Public Relations Association and has previously served on the boards of the St. Paul Area Chamber of Commerce Foundation and the Family Tree Clinic.

Christine is a two-time alumnus of the University of Minnesota with a Bachelor's degree in Journalism and a Masters degree in Leadership and Management of Public and Nonprofit Organizations from the Humphrey Institute of Public Affairs. She previously has served as communications director and media liaison for Saint Paul Public Schools and as editor and writer for a weekly Twin Cities area newspaper company.

TWI engagement: since 2007 serving the Board of Education, Office of the Superintendent, and all Principals and schools in implementing the TeamWorks International Education Leadership System (ELS), Continuous Improvement methodology and Partnership Leadership in all departments and schools

Taken from a 2013 District Report

- One of the tools used throughout the state, and that community members hear the most about, is the Minnesota Comprehensive Assessments (MCAs). The MCAs are state tests in mathematics and reading given every spring to measure student performance against the Minnesota Academic Standards. In **reading** we went from 69% of students being proficient to 77% in the past five years. This exceeds the statewide trend in growth, and puts us at the top of comparable districts statewide. In the elementary grades, we have increased from 75 to 81% proficiency in the past five years. At grade three we have seen an increase from 79 to 81%, and in grade five from 70 to 81%.
- In **math** we have seen steady growth in overall scores in the district. In Spring 2011 the state introduced a new math assessment, so we can compare results for the first time with this new assessment. We moved from 55% of students being proficient to 60% over the last year. In the elementary grades, we have increased from 63 to 71% proficiency over the past year. At grade three we have seen an increase from 77 to 79%, and in grade five from 52 to 60%.
- The new Multiple Measurement Ratings (MMR) scale that was rolled out this spring measures multiple data categories rather than relying on a single-year test score such as MCAs. The MMR data measures four categories: proficiency growth achievement gap reduction, and graduation rate. Spring Lake Park High School's MMR rating increased from a two-year average (2010 and 2011) of 62.74 to 66.21% in 2012. Westwood Middle School's MMR rating increased from a two-year average (2010 and 2011) of 49.93 to 60.74%. Westwood Intermediate School's MMR rating increased from a two-year average (2010 and 2011) of 56.99 to 63.46%.
- A secondary measurement within the MMR - the Focus Rating - measures proficiency and achievement gap reduction. Within this measurement system, Westwood Intermediate was recognized as a Celebration Eligible School, an honor reserved for the top 25% of Title I schools, and could yet be named a Celebration School.
- We measure early literacy locally with an assessment called DIBELS. We have seen an ongoing upward trend in this area with 84% of our students in grades 1-2 exceeding the norm.
- As a district we have seen an increase in the number of students engaged in rigorous coursework, participating in honors and Advanced Placement (AP) courses at the middle and high schools. In addition, there are an increasing number of students taking AP exams and scoring a 3 or better, allowing them to receive college credits for the course.
- We've significantly decreased the number of students at-risk and in need of basic skills support, and decreased the number of students referred as potentially needing special education by over 50% since 2009. This is not only beneficial for our students, but decreases long-term costs by preventing the number of students who need special education services.
- Well over 90 percent of our graduating seniors had plans in place for two- or four-year colleges or the military.

# TWI

Client: St. Paul Public Schools

St. Paul, Minnesota

35,000 students / urban district

TWI engagement: since 2009 serving the Board of Education and the Office of the Superintendent in implementing the TeamWorks International Education Leadership System (ELS), Continuous Improvement methodology, Insight Research Services and VisionCard Performance Management System. Primary consultant and co-author of the District's "Strong Schools, Strong Communities" Plan as well as the operational redesign and transitions mapping for all schools and departments.

Refer to the following information at

[www.spps.org](http://www.spps.org) for a comprehensive look at impact and performance improvement in less than 3 years in the client's words and presentations:

<http://portal.sliderocket.com/CYBOQ/SOTD2013>

2013 State of the District Presentation

<http://accountability.spps.org/visioncards>

2011 – 2012 reporting on VisionCards across all areas of district Strategic Plan

[http://www.spps.org/strong\\_schools](http://www.spps.org/strong_schools)

2010 – 2013 District Strong Schools, Strong Communities Plan

= Required Field

Local Agency Information			
<b>Funding Source:</b>	ARRA - Title I SIG 1003(g) (2013-2016)		
<b>Report Prepared By:</b>	Marguerite Vanden Wyngaard, Ph.D., Superintendent		
<b>Agency Name:</b>	City School District of Albany		
<b>Mailing Address:</b>	1 Academy Park		
	Street		
	Albany	NY	12207
	City	State	Zip Code
<b>Telephone # of Report Preparer:</b>	518-475-6081	<b>County:</b> Albany	
<b>E-mail Address:</b>	eleffler@albany.k12.ny.us		
<b>Project Funding Dates:</b>	9/1/2013 Start	8/31/2014 End	

INSTRUCTIONS
<ul style="list-style-type: none"> <li>● 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.</li> <li>● The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.</li> <li>● 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.</li> <li>● For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <a href="http://www.oms.nysed.gov/cafe/guidance/">http://www.oms.nysed.gov/cafe/guidance/</a>.</li> </ul>

<b>SALARIES FOR PROFESSIONAL STAFF</b>			
Subtotal - Code 15			<b>\$602,029</b>
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
School Improvement Manager	1.00	\$102,451	\$102,451
Behavior Intervention Specialist	1.00	\$59,013	\$59,013
Reading Teachers	2.00	\$59,013	\$118,026
Math Coach	1.00	\$59,013	\$59,013
Literacy Coach	1.00	\$59,013	\$59,013
Family and Community Engagement & Extended Day Coordinator	1.00	\$59,013	\$59,013
Teachers Extended Day	12 Teachers	180days x 1 hr/day x \$37.50	\$81,000
Teachers Summer Literacy Program	4 Teachers	80hrs x \$37.50	\$12,000
Teachers CCLS Units of Study & CFA Development	12 Teachers	40hrs x \$37.50	\$18,000
Teacher PD compensation	24 Teachers	5dys x \$100	\$12,000
Technology Building Curriculum Team Leader		Stipend	\$1,500
Building Leadership Team Teacher Compensation	7 Teachers	80hrs x \$37.50	\$21,000

PURCHASED SERVICES			
Subtotal - Code 40			\$788,221
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Extended Day and Full Service Expansion -Social Worker	Parsons	\$49,178.00	\$49,178
Extended Day and Full Service Expansion-Service Provider	Boys and Girls Club	\$158,579.00	\$158,579
Leadership and PLC coaching	TeamWorks	\$115,625.00	\$115,625
Studio Classrooms - coaching	Webb Associates	\$357,378.00	\$357,378
Training in Curriculum Design, Common Formative Assessment and Data Teams process	Leadership and Learning Center	4 sessions x \$15,000	\$60,000
Atlas Curriculum Mapping software	Rubicon	\$7,500.00	\$7,500
Licenses - Math Universal Screening	Aimsweb	336 licenses x \$4	\$1,344
1 day of training	Aimsweb	\$2,500.00	\$2,500
Licenses, set up and training - Review 360 Behavior Universal Screening	Pearson	\$5,000.00	\$5,000
PD Coaching	NWEA	4dys x \$3,700	\$14,800
3 Year Subscription	Study Island		\$15,127
Subscription	Raz-Kids	14 x \$85	\$1,190

SUPPLIES AND MATERIALS			
Subtotal - Code 45			<b>\$138,310</b>
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Summer Literacy Program Materials		\$2,000.00	\$2,000
Materials and supplies for Early Childhood Parent Program		<b>\$10,000.00</b>	\$10,000
Computers	24.00	\$550.00	\$13,200
LCD Projectors	19.00	\$1,525.00	\$28,975
Student Response System	17.00	\$885.00	\$15,045
Leveled Literacy kits	3 Orange	\$1,635.00	\$4,905
Leveled Literacy kits	3 Green	\$2,500.00	\$7,500
Leveled Literacy kits	3 Blue	\$2,835.00	\$8,505
Leveled Literacy kits	2 Red	\$4,500.00	\$9,000
Leveled Literacy kits	2 Gold	\$4,500.00	\$9,000
Leveled Literacy kits - Online Data Management System	6.00	\$30.00	\$180
Math Tools associated with the NYS Math Modules	TBD varies	\$15,000.00	\$15,000
Recommended Texts for NYS ELA Modules	Barnes and Noble	\$15,000.00	\$15,000

TRAVEL EXPENSES			
			Subtotal - Code 46
			\$22,000
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Students	Extended Day Transportation	1 bus, \$22,000	\$22,000

Employee Benefits			
		Subtotal - Code 80	\$253,933
Benefit		Proposed Expenditure	
Social Security			\$46,055
<b>Retirement</b>	New York State Teachers		\$97,830
	New York State Employees		
	Other - Pension		
Health Insurance			\$96,201
Worker's Compensation			\$9,031
Unemployment Insurance			\$4,816
Other(Identify)			

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) **Manual Entry	\$1,188,733
B.	Approved Restricted Indirect Cost Rate	1.80%
C.	Subtotal - Code 90	\$21,397

For your information, maximum direct cost base = \$1,804,493.00

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

**BUDGET SUMMARY**

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$602,029
Support Staff Salaries	16	
Purchased Services	40	\$788,221
Supplies and Materials	45	\$138,310
Travel Expenses	46	\$22,000
Employee Benefits	80	\$253,933
Indirect Cost	90	\$21,397
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$1,825,890

Agency Code: **010100010000**

Project #: \_\_\_\_\_

Contract #: \_\_\_\_\_

Agency Name: **City School District of Albany**

**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.*

6/16/13 \_\_\_\_\_  
 Date Signature

Marguerite Vanden Wyngaard, Ph.D., Superintendent  
**Name and Title of Chief Administrative Officer**

**FOR DEPARTMENT USE ONLY**

Funding Dates: \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Program Approval: \_\_\_\_\_ Date: \_\_\_\_\_

<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Voucher # \_\_\_\_\_ First Payment \_\_\_\_\_

Finance: Logged \_\_\_\_\_ Approved \_\_\_\_\_ MIR \_\_\_\_\_

Attachment D - (1003g) Budget Summary Chart

Agency Code	0	1	0	1	0	0	1	0	0
<b>City School District of Albany</b>									
<b>Year 1 Implementation Period (September 1, 2013 - August 31, 2014)</b>									
<b>Categories</b>	<b>Code</b>	<b>Costs</b>							
Professional Salaries	15	602,029							
Support Staff Salaries	16								
Purchased Services	40	788,221							
Supplies and Materials	45	138,310							
Travel Expenses	46	22,000							
Employee Benefits	80	253,933							
Indirect Cost (IC)	90	21,397							
BOCES Service	49								
Minor Remodeling	30								
<b>Total</b>		<b>1,825,890</b>							
<b>Year 2 Implementation Period (September 1, 2014 - August 31, 2015 - for Turnaround, Restart, and Transformation models only)</b>									
<b>Categories</b>	<b>Code</b>	<b>Costs</b>							
Professional Salaries	15	566,891							
Support Staff Salaries	16								
Purchased Services	40	639,760							
Supplies and Materials	45	669							
Travel Expenses	46	22,000							
Employee Benefits	80	244,727							
Indirect Cost (IC)	90	16,996							
BOCES Service	49								
Minor Remodeling	30								
<b>Total</b>		<b>1,491,043</b>							
<b>Year 3 Implementation Period (September 1, 2015 - August 31, 2016 - for Turnaround, Restart, and Transformation models only)</b>									
<b>Categories</b>	<b>Code</b>	<b>Costs</b>							
Professional Salaries	15	518,222							
Support Staff Salaries	16								
Purchased Services	40	213,489							
Supplies and Materials	45								
Travel Expenses	46	22,000							
Employee Benefits	80	231,409							
Indirect Cost (IC)	90	14,880							
BOCES Service	49								
Minor Remodeling	30								
<b>Total</b>		<b>1,000,000</b>							

<b>Total Project Period (September 1, 2013 - August 31, 2016 for Turnaround, Restart, and Transformation OR September 1, 2013 - August 31, 2014 for Closure models)</b>		
<b>Categories</b>	<b>Code</b>	<b>Costs</b>
Professional Salaries	15	1,687,142
Support Staff Salaries	16	
Purchased Services	40	1,641,470
Supplies and Materials	45	138,979
Travel Expenses	46	66,000
Employee Benefits	80	730,069
Indirect Cost (IC)	90	53,273
BOCES Service	49	
Minor Remodeling	30	
<b>Total Project Budget</b>		<b>4,316,933</b>

**III. SIG Budget****A. Budget Narrative and Budget Forms**

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

See attached FS-10.

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

See attached Budget Summary Chart Attachment D.

**iii. Budget Narrative**

In total, the City School District of Albany (CSDA) requests **\$4,316,933** for the entire project period September 1, 2013- August 31, 2016 to implement the Transformation model school-level activities at Philip J Schuyler Achievement Academy (SAA). This request for funds along with district local funds, Title I funds, SIG 1003(a) funds and RTTT funds have been and will continue to be coordinated to support and sustain the Transformation model at SAA.

**Major Activities:** **1) Leadership: Management and Implementation of the Transformation Model** **2) Educational Plan: Expand the Full Service Neighborhood School Model including an Extended Day Program** **3) Educational Plan: Redesign educational program-curriculum development, instructional delivery and support for students** **3) Training, Support and Professional Development: Develop sustainable systems and structures to build teacher and leader capacity for continuous growth and school turnaround.**

**Year One Implementation Period: September 1, 2013-August 31, 2014:**

**Total Request Year One= \$1,825,890**

***Major Activity -1. Leadership: Management and Implementation of the Transformation Model***

**Professional Salaries= \$602,029**

**\$102,451- School Improvement Manager (SIM):** The district will hire a School Improvement Manager to supervise the overall implementation of the Transformation model at SAA. The SIM will provide oversight, management, coordination, monitoring and evaluation of the implementation of the model and is responsible for the day-to-day implementation of the school improvement elements outlined in the entire grant proposal. The function of the SIM is to ensure high quality, timely and coordinated implementation of the plan, thus enabling the building principal to focus on instructional leadership responsibilities.

**\$21,000- Building Leadership Team (BLT) Compensation:** The seven member BLT functions as the School Improvement Team and works with the SIM and building principal to review the implementation status of the Transformation model, identify barriers and challenges that need addressing and problem solve, make decisions, and determine next steps to ensure continued successful results oriented implementation of the plan. This team meets 2-4x per month as part of the regular work schedule and will be required to work an additional 2 hours per week for the entire first year of the grant period in order to devote the time necessary to plan, review and problem solve to ensure the fidelity of the implementation.

***Major Activity -2. Educational Plan: Expand the Full Service Neighborhood School Model including an Extended Day Program***

**\$59,013- Family and Community Engagement/Extended Day Coordinator:**

The district will hire this individual to facilitate the development, coordination and implementation of the comprehensive family and community engagement plan. This position is crucial in building parent capacity for strong parental involvement. This individual will

coordinate with the Extended Day Program partners and service providers as well as promote parent involvement in the program; educate teachers, the principal and other school staff in understanding the value and utility of a parent's contribution; and ensure that information related to school and parent-related programs, meetings, and other activities is sent to the parents in an understandable and uniform format. Finally, as part of the *Albany Promise cradle to career vision*, this individual will coordinate and conduct a variety of parent activities, trainings and family events to address and support all areas of development including social/emotional development, physical development, health and nutritional development, oral language, literacy and cognitive development encompassing ages Birth to 5.

**\$12,000- Teacher Compensation Summer Literacy Program:** 4 teachers of the total 6 teachers needed will be hired to expand the Summer Literacy Links program at SAA so that it can be offered to all students. The program is part of the expanded learning time program and runs for a total of 80 hours over the summer. The other 2 teachers will be funded through Title I.

**\$81,000- Teacher Compensation Extended Day Program:** 12 teachers will be hired to work 180 days of the school year as part of the Extended Day Academic hour. City School District of Albany (CSDA) teachers will work alongside the Boys and Girls Club and YMCA staff to provide a team approach to learning while ensuring a true complement to the core curriculum and CCLS during the academic component of the extended day, thus increasing the likelihood of improved student achievement outcomes.

***Major Activity – 3. Educational Plan: Redesign educational program-curriculum development, instructional delivery and support for students***

**\$59,013- Behavior Intervention Specialist:** The district will hire a Behavior Intervention Specialist in order to serve an increased number of students in need of supports and interventions as well provide support to teachers around prevention strategies and early intervention at the primary grades to reduce the incidence of behavior issues early on.

**\$118,026- Reading Teachers:** Two reading teachers will be hired in order to fully implement the Leveled Literacy Intervention Program to all eligible students throughout the school so that a significant impact on closing the achievement gap in ELA can be achieved and sustained. The addition of these teachers will allow the school to serve a greater number of eligible students in the recommended group sizes throughout the school year.

**\$18,000-Teacher Compensation CCLS Units of Study and Common Formative Assessment development:** As part of the plan to fully align the curriculum to the CCLS and develop the units of study, lessons and assessments in ELA and Math, teachers will work outside the regular work schedule in addition to the built in common planning and PD times within the school day for this work. In order to expedite the alignment and development of the curriculum and instructional plan with the CCLS, additional time and compensation is necessary in the first year of the program.

**\$1,500-Technology Building Curriculum Team Leader:** This is a stipend position for a teacher at SAA who has the knowledge and skill to provide leadership and support to grade level teams with using and implementing the increased technology resources that are part of this redesign.

***Major Activity – 4. Training, Support and Professional Development: Develop sustainable systems and structures to build teacher and leader capacity for continuous growth and school turnaround***

**\$12,000- Teacher Compensation for PD:** The proposed plan requires that teachers participate in job-embedded PD along with PD that will need to occur outside the regular work schedule to

ensure less time out of the classroom and timely PD to build capacity and implement instructional changes in a data driven culture.

**\$118,026- Math and Literacy Coach:** One Math Coach and one Literacy Coach will be hired to specifically serve SAA to fully implement the Studio Classroom model and provide job-embedded PD around the six shifts, instructional strategies, higher order thinking skills, implementation of the ELA and Math curriculum including the NYS modules.

**Employee Benefits=\$253,933**

**\$157,732-**FICA, TRS, Unemployment Insurance, and Workers Compensation benefits for the associated Professional Salaries described above.

**\$96,201-** Health Insurance associated with the 7.0 FTE positions in Professional Salaries.

**Purchased Services=\$788,221**

***Major Activity -2. Educational Plan: Expand the Full Service Neighborhood School Model including Extended Day Program***

**\$49,178-Parsons Child and Family Center:** Parsons will add a Social Worker to the current partnership for the Albany School Project at SAA. Expanding this service will allow for increased clinical caseloads, to service more children; enhance social emotional screening; provide assistance with the Second Step curriculum; provide family engagement activities as part of the extended day program. The current program with Parsons under the full service model is completely funded through the district's general fund.

**\$158,579-Boys and Girls Club:** The Boys and Girls Club will be one of the primary providers for Extended Day Program. Their programs help young people achieve academic success by providing homework help, tutoring and high yield activities encouraging all youth to become self-directed learners. Trained Boys and Girls Club staff will work with CSDA teachers to provide a team approach to learning. Additionally, students will take part in recreational and enrichment activities targeting four themed areas: Discovery (fine arts, drama, comprehensive health and wellness, money management), Innovation (STEM, Robotics, and Digital Arts), Leadership (developing skills to be positive role models) and Citizenship (service learning and diversity training). The other primary provider for the Extended Day Program is the YMCA and is funded through the district's general fund as well as the YMCA.

***Major Activity- 3. Educational Plan: Redesign educational program-curriculum development, instructional delivery and support for students***

**\$7,500-Rubicon Atlas Subscription:** Rubicon is the curriculum management system that all newly aligned curriculum and units of study will be uploaded and accessed from. It provides a consistent portal for access and continued review and update of the curriculum. The district general funds and other grant funding streams support the licenses at secondary and will add licenses at the elementary level over the next two years with SAA's licenses funded through the SIG 1003(g).

**\$1,344-AIMSwEB:**AIMSwEB Universal Screening in math will be added to the Response to Intervention (RtI) plan for SAA to in order to target and provide the necessary tiered student supports and monitor math progress. The district general funds and RTTT funding are used for AIMSwEB Reading.

**\$2,500- AIMSwEB:** A one- day training for AIMSwEB math screening will be purchased for the members of the RtI assessment team in order to fully implement this screening into the RtI model. RTTT funds were used for previous trainings.

**\$5,000-Pearson Review 360 Universal Behavior System:** This program will provide the behavior management system necessary for tracking and monitoring student behavior. The

program is designed to help school's reduce incidents of behavior issues that interrupt the instructional day, implement PBIS/RtI for behavior, and generally improve the school climate.

**\$15,127- Study Island:** SAA will add *Study Island's* computer based programming to supplement, support and extend student learning at all levels. The decision to add *Study Island* to the repertoire of instructional strategies for ensuring individual student learning needs for increased achievement levels are met was based on the program's alignment with the CCLS and integration of NWEA- MAP test results in grade 3-5. A differentiated instructional learning path is automatically generated, progress monitored and adjusted according to how student's perform. The program will be utilized with the CORE instructional time, supplemental RtI times, computer class sessions, within the extended day program and summer school session. This expenditure will cover the first three years of the program cost.

**\$1,190- Raz Kids:** *Raz-Kids* is an online guided reading program where leveled interactive e-books, downloadable books and interactive quizzes are accessed to provide students with supplemental books to improve reading comprehension and reading fluency. Students can read with vocabulary and pronunciation support. Teachers can limit students to appropriate reading levels and specific books and track student reading progress. The program will be utilized with the supplemental RtI program, during computer class sessions, within the extended day program and summer school session.

***Major Activity – 4. Training, Support and Professional Development: Develop sustainable systems and structures to build teacher and leader capacity for continuous growth and school turnaround***

**\$14,800-NWEA Coaching Professional Development:** Beginning in the 2012-2013 school year, SAA administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress assessments to all students K-5. In May and June of 2013, using funds from the School Improvement 1003(a) grant, SAA brought NWEA coaches in to provide training on the use of the assessment data for student goal setting and how to use the DesCartes system. DesCartes is a learning continuum aligned with the Common Core standards and is used to translate student assessment data into actionable plans for personalizing instruction. For the 2013-2014 school year NWEA coaches will return to SAA for more in-depth coaching for how to use the NWEA with other data sets to support classroom instruction including differentiating instruction, creating data informed lessons using DesCartes, and implementing instructional strategies to support academic needs of all students.

**\$60,000-Leadership and Learning Center:** Teacher teams will receive initial overview training in *Leadership and Learning Center's* Rigorous Curriculum Design, Common Formative Assessment and Data Teams process during the summer. Within the first three months of the 2013-14 school year professional development sessions will be held in these areas to equip teachers with the knowledge and skills necessary to develop units of study aligned with the CCLS and associated formative assessment. The Data Teams PD will provide the teacher PLC-Data Teams the training necessary for implementing the data protocol to drive instruction, select instructional strategies and improve professional practice. *Leadership and Learning Center's* process is a proven model that provides a manageable framework for transition and implementation of the CCLS and a data driven protocol that builds internal capacity of teachers and leaders to sustain best practices for improved student learning and decreased need for future outside support.

**\$115,625-TeamWorks International:** TeamWorks International is a selected partner for the implementation of the Transformation Model at SAA. They will work with the entire school to

guide, support and build the capacity for improved teacher and leadership effectiveness through on-site coaching and guidance for the SAA principal, Building Leadership Team (BLT) and grade level PLCs for fully establishing systems and structures that drive practice.

**\$357,378-Webb and Associates with Center for Educational Learning:** Webb and Associates with the University of Washington Center for Education Leadership will build the capacity for improved teacher and leadership effectiveness through on-site leadership coaching to develop instructional leadership performance of the SAA principal and conduct the Studio Classroom PD model. The Studio Classroom is structured to build capacity for a sustained model whereby SAA will become a Studio School for continuous learning and professional growth leading to on-going school-wide high-quality learning and teaching. In year one, the Studio Classroom will focus on math instruction.

**Supplies and Materials=\$138,310**

***Major Activity -2. Educational Plan: Expand the Full Service Neighborhood School Model including Extended Day Program***

**\$2,000-Summer Literacy Program Materials:** Additional leveled books, consumables and school supplies such as pencils, chart paper, paper, folders, and markers are needed for the expanded Summer Literacy Links Program at SAA. Under the Transformation model, all students will be provided to opportunity to participate in this program. Other funding to support this program will come from Title I.

**\$10,000-Early Childhood Parent Program Materials:** As this is a new program, there are start-up materials costs including laptop for Family and Engagement/Extended Day Coordinator developmentally appropriate board books, paperback books, paper, magnetic letters/numbers, foam letters, art supplies, parent room support materials for Birth-5 such as subscriptions to magazines such as Parents, Parenting, National Geographic for kids, Developmental Milestones and Transitions. Other family and parent involvement and engagement materials are funded through Title I.

***Major Activity- 3. Educational Plan: Redesign educational program-curriculum development, instructional delivery and support for students***

**\$39,090-Fountas and Pinnell Leveled Literacy Kits and Online Data Management System:** As part of the RtI model, tier II students are grouped to receive intervention using Fountas and Pinnell's *Leveled Literacy Intervention Program (LLI) Program*. LLI is a supplementary literacy intervention for the lowest-achieving students in grades K-5 designed to close the achievement gap and bring every student to grade level performance. Additional kits at each level are required to fully implement based on the projected number of eligible students. Kits are also funded through the district's general fund.

**\$13,200- Computers:** In order to fully implement NWEA computer based testing, Study Island computer assisted programming, and Raz-Kids online learning, SAA's computer pods in each classroom will be upgraded to a 5 computer pod and an additional lab of computers will be installed for the beginning in the 2013-14 school year. To achieve this, funds are being requested from the grant proposal for one computer per classroom to complete the 5 computer pod. The district general funds will purchase the remaining 4 computers per classroom as well as all of the computers for the additional lab.

**\$28,975-LCD Projectors:** Each classroom will be equipped with a mounted LCD projector to support instructional technology. The LCD is a teaching tool that can provide teachers greater access to instructional materials on-line, as well as enable them to project work for all students to

see at the same time, demonstrate concepts and how to use and practice using the programs to support instruction: Raz Kids and Study Island.

**\$15,045-Student Response Systems:** These systems will be used as a means for lesson delivery with a built in formative assessment. Using the response systems in this way allows for the teacher to integrate questions throughout a lesson that regularly evaluates student understanding so that instruction can be adjusted during the lesson and in future lessons. Use of the student response systems provides a mechanism for collecting and analyzing data around student understanding of lessons so patterns can be examined and instruction adjusted accordingly to meet student needs.

**\$30,000- Curriculum materials:** Math tools and student whiteboards associated with implementing the NYS math modules and texts from recommended list associated with implementing the NYS ELA modules. Implementation of these modules as part of the curriculum and education redesign requires that all suggested texts, tools and materials are available to students and teachers. Balance of funds needed provided by district general funds.

**Travel=\$22,000**

***Major Activity -2. Educational Plan: Expand the Full Service Neighborhood School Model including Extended Day Program***

**\$22,000-Durham Bus:** In order to provide safe travel home for students an additional bus will be added to transport students who require it, transportation from the Extended Day program.

**Indirect=\$21,397**

**\$21,397-** Allowable in-direct rate at 1.8% of the Modified Direct Cost Base- calculated by reducing the maximum direct cost base by the portion of each subcontract exceeding \$25,000.

**Year Two Implementation Period: September 1, 2014-August 31, 2015:**

**Total Request Year Two-\$1,491,043**

***Major Activity -1. Leadership: Management and Implementation of the Transformation Model***

**Professional Salaries=\$566,891**

**\$107,573- School Improvement Manager (SIM):** The district will continue to employ and fund the School Improvement Manager to supervise the overall implementation of the Transformation model at SAA as described in year one above.

***Major Activity -2. Educational Plan: Expand the Full Service Neighborhood School Model including an Extended Day Program***

**\$59,603- Family and Community Engagement/Extended Day Coordinator:**

The district will continue to employ the Family and Community Engagement/Extended Day Coordinator to ensure implementation and refinement of the comprehensive family and community engagement plan and coordination of the Extended Day program including the early childhood Birth-5 parent program.

**\$12,000- Teacher Compensation Summer Literacy Program:** Continue to fund 4 teachers of the total 6 teachers needed will be hired to expand the Summer Literacy Links program at SAA.

**\$81,000- Teacher Compensation Extended Day Program:** Continue to fund 12 teachers for the Extended Day Academic hour.

***Major Activity – 3. Educational Plan: Redesign educational program-curriculum development, instructional delivery and support for students***

**\$59,603- Behavior Intervention Specialist:** The district will continue to employ the Behavior Intervention Specialist for continuity of services and to achieve early intervention and prevention objectives.

**\$119,206- Reading Teachers:** Two reading teachers will continue to be employed in order to maintain full implement the Leveled Literacy Intervention Program to all eligible students.

**\$1,500-Technology Building Curriculum Team Leader:** Continue to fund this stipend position to support grade level teams with using and implementing the increased technology resources.

***Major Activity – 4. Training, Support and Professional Development: Develop sustainable systems and structures to build teacher and leader capacity for continuous growth and school turnaround***

**\$7,200- Teacher Compensation for PD:** Compensation for PD outside the regular workday at a reduced cost in year two to accommodate for times that PD cannot occur within the embedded model.

**\$119,206- Math and Literacy Coach:** The district will continue to employ the Math Coach and Literacy Coach hired in year one with these requested grant funds in order to sustain Studio Classroom model and provide job-embedded PD.

**Employee Benefits=\$244,726**

**\$148,525-FICA, TRS, Unemployment Insurance, and Workers Compensation benefits** for the associated Professional Salaries described above.

**\$96,201- Health Insurance** associated with the 7.0 FTE positions in Professional Salaries.

**Purchased Services=\$639,760**

***Major Activity -2. Educational Plan: Expand the Full Service Neighborhood School Model including Extended Day Program***

**\$50,000-Parsons Child and Family Center:** Parsons will maintain the Social Worker position added in year one as part of the expansion of the current Albany School Project at SAA.

**\$158,579-Boys and Girls Club:** The Boys and Girls Club continue to be one of the primary provider for Extended Day Program.

***Major Activity- 3. Educational Plan: Redesign educational program-curriculum development, instructional delivery and support for students***

**\$7,500-Rubicon Atlas Subscription:** The district will look to this application to fund year two of this subscription in order to continue the fidelity of managing the curriculum access, review and update.

**\$1,260-Pearson Review 360 Universal Behavior System:** The annual renewal fee for this program will continue in year two in order to continue to the system for tracking and monitoring student behavior as part of the RtI model started in year one.

**\$1,190- Raz Kids:** The *Raz-Kids* online guided reading program licenses will be renewed for year two so that it can be maintained as a resource for intervention and supplement to the CORE.

***Major Activity – 4. Training, Support and Professional Development: Develop sustainable systems and structures to build teacher and leader capacity for continuous growth and school turnaround***

**\$115,625-TeamWorks International:** TeamWorks International is a selected partner for the implementation of the Transformation Model at SAA and will continue phase two of the services for building capacity.

**\$305,606-Webb and Associates with Center for Educational Learning:** Webb and Associates with the University of Washington Center for Education Leadership will continue services into year two.

**Supplies and Materials=\$669**

***Major Activity -2. Educational Plan: Expand the Full Service Neighborhood School Model including Extended Day Program***

**\$669-Early Childhood Parent Program Materials:** Continue subscriptions into year two for the parent room.

***Major Activity- 3. Educational Plan: Redesign educational program-curriculum development, instructional delivery and support for students***

**Travel=\$22,000**

***Major Activity -2. Educational Plan: Expand the Full Service Neighborhood School Model including Extended Day Program***

**\$22,000-Durham Bus:** In order to provide safe travel home for students an additional bus will be added to transport students who require it, transportation from the Extended Day program.

**Indirect=\$16,996**

**\$16,996-** Allowable in-direct rate at 1.8% of the Modified Direct Cost Base- calculated by reducing the maximum direct cost base by the portion of each subcontract exceeding \$25,000.

**Year Three Implementation Period: September 1, 2015-August 31, 2016:**

**Total Request Year Three-\$1,000,000**

***Major Activity -1. Leadership: Management and Implementation of the Transformation Model***

**Professional Salaries=\$518,222**

**\$112,952- School Improvement Manager (SIM):** The district will continue to employ and fund the School Improvement Manager to supervise the overall implementation of the Transformation model at SAA as described in years one and two above.

***Major Activity -2. Educational Plan: Expand the Full Service Neighborhood School Model including an Extended Day Program***

**\$60,795- Family and Community Engagement/Extended Day Coordinator:**

The district will continue to employ the Family and Community Engagement/Extended Day Coordinator to ensure implementation and refinement of the comprehensive family and community engagement plan and coordination of the Extended Day program including the early childhood Birth-5 parent program.

**\$40,500- Teacher Compensation Extended Day Program:** 6 teachers will be hired to work 180 days of the school year as part of the Extended Day Academic hour with funds from this grant program.

***Major Activity – 3. Educational Plan: Redesign educational program-curriculum development, instructional delivery and support for students***

**\$60,795- Behavior Intervention Specialist:** The district will continue to employ the Behavior Intervention Specialist for continuity of services and to achieve early intervention and prevention objectives.

**\$121,590- Reading Teachers:** Two reading teachers will continue to be employed in order to maintain full implement the Leveled Literacy Intervention Program to all eligible students throughout the school so that a significant impact on closing the achievement gap in ELA can be achieved and sustained.

***Major Activity – 4. Training, Support and Professional Development: Develop sustainable systems and structures to build teacher and leader capacity for continuous growth and school turnaround***

**\$121,590- Math and Literacy Coach:** The district will continue to employ the Math Coach and Literacy Coach to sustain Studio Classroom model and provide job-embedded PD.

**Employee Benefits=\$231,409**

**\$135,774-**FICA, TRS, Unemployment Insurance, and Workers Compensation benefits for the associated Professional Salaries described above.

**\$95,635-** Health Insurance associated with the 7.0 FTE positions in Professional Salaries.

**Purchased Services=\$213,489**

***Major Activity -2. Educational Plan: Expand the Full Service Neighborhood School Model including Extended Day Program***

**\$50,000-Parsons Child and Family Center:** Parsons will maintain the Social Worker position added in year one as part of the expansion of the current Albany School Project at SAA.

**\$158,479-Boys and Girls Club:** The Boys and Girls Club continue to be one of the primary provider for Extended Day Program.

***Major Activity- 3. Educational Plan: Redesign educational program-curriculum development, instructional delivery and support for students***

**\$3,750-Rubicon Atlas Subscription:** The district will look to this application to fund year two of this subscription in order to continue the fidelity of managing the curriculum access, review and update, but with less of the SAA subscription funded through this grant.

**\$1,260-Pearson Review 360 Universal Behavior System:** The annual renewal fee for this program will continue in year three in order to continue to the system for tracking and monitoring student behavior as part of the Rtl model started in year one.

**Travel=\$22,000**

***Major Activity -2. Educational Plan: Expand the Full Service Neighborhood School Model including Extended Day Program***

**\$22,000-Durham Bus:** In order to provide safe travel home for students an additional bus will be added to transport students who require it, transportation from the Extended Day program.

**Indirect=\$14,880**

**\$14,880-** Allowable in-direct rate at 1.8% of the Modified Direct Cost Base- calculated by reducing the maximum direct cost base by the portion of each subcontract exceeding \$25,000.

**Sustainability Planning:**

The CSDA continually reviews and coordinates available funding sources to support effective programs. The district is committed to fully implementing and sustaining the Transformation model at SAA. There will be ongoing evaluation of each program and activity to assess effectiveness. The district will seek to continue programs and activities that provide evidence of positive impact on student achievement, behavior, and teacher and principal effectiveness. Additionally, the model was designed for building capacity of staff, developing and implementing systems and structures that are sustainable for continued growth with less supports from additional staffing and service providers. For this reason, the anticipated cost for sustaining the program going forward is substantially less than the three year grant period budgets. The district's Office of Grants & Program Development (OGPD) is devoted solely to seeking and securing private, state and federal funding to support proven and innovative programs that improve student achievement. Additionally, the district will engage in on-going sustainability planning and review ways to redistribute funding streams to sustain SAA's model.

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## **Assurances and Waivers for Federal Discretionary Program Funds**

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The following assurances are a component of your application. By signing the certification on the application cover page you are ensuring accountability and compliance with State and federal laws, regulations, and grants management requirements.

### **Federal Assurances and Certifications, General**

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

### **Federal Assurances and Certifications, NCLB (if appropriate)**

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

- NCLB Assurances
- School Prayer Certification

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

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

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

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

### ASSURANCES – NON-CONSTRUCTION PROGRAMS

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) "§§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§" 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted

programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structure.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

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

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

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

**1. LOBBYING**

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

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

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

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

**2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

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

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

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

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

## **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions**

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

### **Instructions for Certification**

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

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

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#### **Certification**

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

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

### **New York State Education Department General Education Provisions Act Assurances**

These assurances are required by the General Education Provisions Act for certain programs funded by the U.S. Department of Education. These assurances are not applicable to certain programs, such as the No Child Left Behind Act. If you have any questions, please contact NYSED.

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

(1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;

(2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

(3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;

(4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;

(5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;

(6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;

(7) that in the case of any project involving construction –

(A) the project is not inconsistent with overall State plans for the construction of school facilities, and

(B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;

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

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

City School District of Albany 2013-2014

**New York State Education Department:**  
Local Education Agency (LEA) 1003(g) School Improvement Grant Application  
Under 1003(g) of the Elementary and Secondary Education Act of 1965

**New York State Education Department  
No Child Left Behind Act Assurances**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Section 1.02**

#### Article II. School Prayer Certification

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

## **APPENDIX A**

### **STANDARD CLAUSES FOR NYS CONTRACTS**

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

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

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

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

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

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

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

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

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

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

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

monetary penalties relative thereto. The State shall exercise its set-off rights in accordance with normal State practices including, in cases of set-off pursuant to an audit, the finalization of such audit by the State agency, its representatives, or the State Comptroller.

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

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

(b) **PRIVACY NOTIFICATION.** (1) The authority to request the above personal information from a seller of goods or services or a lessor of real or personal property, and the authority to maintain such information, is found in Section 5 of the State Tax Law. Disclosure of this information by

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

**12. EQUAL EMPLOYMENT OPPORTUNITIES FOR MINORITIES AND WOMEN.**

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

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

(b) at the request of the contracting agency, the Contractor shall request each employment agency, labor union, or authorized representative of workers with which it has a collective bargaining or other agreement or understanding, to furnish a written statement that such employment agency, labor union or representative will

not discriminate on the basis of race, creed, color, national origin, sex, age, disability or marital status and that such union or representative will affirmatively cooperate in the implementation of the contractor's obligations herein; and

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

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

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

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

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

**17. SERVICE OF PROCESS.** In addition to the methods of service allowed by the State Civil Practice Law & Rules

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

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

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

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

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

information on the availability of New York State subcontractors and suppliers is available from:  
NYS Department of Economic Development  
Division for Small Business  
30 South Pearl St -- 7th Floor  
Albany, New York 12245  
Telephone: 518-292-5220  
Fax: 518-292-5884  
<http://www.empire.state.ny.us>

A directory of certified minority and women-owned business enterprises is available from:  
NYS Department of Economic Development  
Division of Minority and Women's Business Development  
30 South Pearl St -- 2nd Floor  
Albany, New York 12245  
Telephone: 518-292-5250  
Fax: 518-292-5803  
<http://www.empire.state.ny.us>

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

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

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

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

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

**21. RECIPROCITY AND SANCTIONS PROVISIONS.** Bidders are hereby notified that if their principal place of business is located in a country, nation, province, state or political subdivision that penalizes New York State vendors, and if the goods or services they offer will be substantially produced or performed outside New York State, the Omnibus Procurement Act 1994 and 2000 amendments

(Chapter 684 and Chapter 383, respectively) require that they be denied contracts which they would otherwise obtain. NOTE: As of May 15, 2002, the list of discriminatory jurisdictions subject to this provision includes the states of South Carolina, Alaska, West Virginia, Wyoming, Louisiana and Hawaii. Contact NYS Department of Economic Development for a current list of jurisdictions subject to this provision.

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

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

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

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

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

terms of the agreement, if the covered agency determines that such action is in the best interest of the State.

November, 2010

## APPENDIX A-1 G

### General

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

### Terminations

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

### Safeguards for Services and Confidentiality

- A. Any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department. The material prepared under the terms of this agreement by the Contractor shall be prepared by the Contractor in a form so that it will be ready for copyright in the name of the New York State Education Department. Should the Contractor use the services of consultants or other organizations or individuals who are not regular employees of the Contractor, the Contractor and such organization or individual shall, prior to the performance of any work pursuant to this agreement, enter into a written agreement, duly executed, which shall set forth the services to be provided by such organization or individual and the consideration therefore. Such agreement shall provide that any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department and that such work shall be prepared in a form ready for copyright by the New York State Education Department. A copy of such agreement shall be provided to the State.
- B. All reports of research, studies, publications, workshops, announcements, and other activities funded as a result of this proposal will acknowledge the support provided by the State of New York.

- C. This agreement cannot be modified, amended, or otherwise changed except by a written agreement signed by all parties to this contract.
- D. No failure to assert any rights or remedies available to the State under this agreement shall be considered a waiver of such right or remedy or any other right or remedy unless such waiver is contained in a writing signed by the party alleged to have waived its right or remedy.
- E. Expenses for travel, lodging, and subsistence shall be reimbursed in accordance with the policies stipulated in the aforementioned Fiscal guidelines.
- F. No fees shall be charged by the Contractor for training provided under this agreement.
- G. Nothing herein shall require the State to adopt the curriculum developed pursuant to this agreement.
- H. All inquiries, requests, and notifications regarding this agreement shall be directed to the Program Contact or Fiscal Contact shown on the Grant Award included as part of this agreement.
- I. This agreement, including all appendices, is, upon signature of the parties and the approval of the Attorney General and the State Comptroller, a legally enforceable contract. Therefore, a signature on behalf of the Contractor will bind the Contractor to all the terms and conditions stated therein.
- J. The parties to this agreement intend the foregoing writing to be the final, complete, and exclusive expression of all the terms of their agreement.

## Appendix A-2

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

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

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

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

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

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

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

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