POUGHKEEPSIE CITY SCHOOL DISTRICT

11 College Avenue, Poughkeepsie, New York 12603 I Telephone 845-451-4900 I Fax 845-451-4955

Laval S. Wilson, Ph.D.
Superintendent of Schools

José L. Carrión
Assistant Superintendent
for Curriculum and Instruction

Ronel Cook, Ed.D.
Assistant Superintendent
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Assistant Superintendent
for Pupil Personnel Services

Kevin M. Sheldon
Assistant Superintendent
for Business

January 25, 2013

ATTN.: Nell Brady, RFP # TA-11
New York State Education Department
Contracts Administration Unit, 505 W EB
89 Washington Ave.
Albany, NY 12234

RE: School Improvement Grant (SIG)

The Poughkeepsie City School District is pleased to submit the School Improvement Grant. We look forward to your response in order to ensure that we provide our students at the Poughkeepsie Middle School with a high quality instructional program.

Enclosed are an original and one copy of the SIG proposal and FS-10 budgets.

If you have any questions or concerns, please contact me by telephone at (845) 451-4980 or by e-mail at jcarrion@poughkeepsieschools.org. Thank you for your continued support.

Sincerely,

José L. Carrión
Acting Superintendent

JLC/ap
Enclosures

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:**
Poughkeepsie City School District			131500010000
Lead Contact *(First Name, Last Name)*			
Jose Carrion			
Title	**Telephone**	**Fax Number**	**E-mail Address**
Assistant Superintendent	(845) 451-4980	(845) 451-4738	jcarrion@poughkeepsieschools.org
Legal School Name for the Priority School Identified in this Application			**School Beds Code**
Poughkeepsie Middle School			131500010011
Grade Levels Served by the Priority School Identified in this Application			**School NCES #**
6-8			362376003308
Total Number of Students Served by the Priority School Identified in this Application			**School Address *(Street, City, Zip Code)***
976			55 College Avenue, Poughkeepsie, NY 12603

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

Certification and Approval

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

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink) Laval S Wilson	Date 1/25/13
Type or print the name and title of the Chief Administrative Officer Dr. Laval S. Wilson, Superintendent of Schools	RECEIVED Postmarked JAN 25 2013
DO NOT WRITE IN THIS SPACE	CONTRACT ADMINISTRATION

PB

ORIGINAL

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

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

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

Reviewer: _____ **Date:** _____

POUGHKEEPSIE CITY SCHOOL DISTRICT
LEA 1003(g) School Improvement Grant Application

PROPOSAL NARRATIVE – *Transformation Model*

I. District-level Plan

A. District Overview

i. The Poughkeepsie City School District (PCSD) intends to fully implement the Transformation Model at the Poughkeepsie Middle School (PMS). With the implementation of this model, the District will continue its road map to increase student achievement and ensure that all students graduate high school ready for college and career. Upon being awarded the School Improvement Grant (SIG) for the Poughkeepsie High School (PHS) in the 2011–12 school year, the District was able to fully implement the Transformation Model at the Poughkeepsie High School where in two years' time we have evidence that clearly indicates our success rate related to having our students graduate high school college and career ready. Two years after the Poughkeepsie Middle School was removed from its status of Restructuring, the PCSD believes that the existing administration and instructional personnel at the Middle School faced obstacles and challenges where it created an environment in which the students' success rate began to decrease. Part of this was due to the fact that the Teachers Union and the District collaboratively provided effective teachers with the opportunity to be transferred into the PHS from the PMS.

The PCSD, in collaboration with the PMS leadership team and instructional staff, intends to dramatically change the environment under their new leadership, as well as work with the instructional personnel to change instruction utilizing evidence based observations from the leadership team, Peer Assistance Review, and the Diagnostic Tool for School and District Review Effectiveness (DTSDE) visit. Based on one DTSDE review conducted by the State and the other four visits conducted by the District Administrators to our four Focus Schools, the District will gather evidence at the elementary level and detect some of the deficiencies that have had a negative impact on our students' achievement, which has had an impact at the PMS. If the District is aligned to the initiatives of the SED, follows through with our DCIP and provides the PMS with hands-on support with the School Comprehensive Education Plan (SCEP), then we can begin to gather evidence related to school improvement. The District has made a concerted effort to implement Common Core Learning Standards (CCLS) by providing embedded professional development, instituting curriculum writing and mapping aligned to the modules, and addressing assessments as part of a curriculum to establish rigor and drive instruction in order to positively change instruction. The District is in agreement with the proposal of this grant to provide the PMS with Operational Autonomy to address their issues, as well as to be empowered and increase local accountability to ensure that they have ownership of their initiatives.

ii. The PCSD will use a similar set of actions in support of its low achieving PMS. The District has replaced the principal, will increase teacher and school leader effectiveness, maintain comprehensive instructional reform in areas that are aligned to the CCLS, increase learning time, and provide operational flexibility and autonomy, as well as provide increased support for the Transformation Model that will occur at the PMS.

iii. The Poughkeepsie City School District has already begun the implementation of the Transformation Model at the Poughkeepsie Middle School. The district has already replaced the principal and has instituted the new APPR in accordance with the Race to the Top Initiative (RTTT). It should be noted that the district was among one of the first school districts in the State of New York to have their new APPR submitted on July 1, 2012 and, shortly after some minor revisions and guidance from the SED, the plan was approved. It is expected that this new evaluation process and its associated Teacher Improvement Plans (TIPs) will increase student outcomes by supporting and improving the current teaching staff and fostering the removal of those who are ineffective. A plan for improving instruction and identifying gaps in student learning and fulfilling student needs has already been implemented. It continues to be a work in progress, and we continue to monitor it, along with the SED. The district currently provides job embedded professional development through the use of two coaches - one in ELA and one in Mathematics to help build the capacity and support the staff as they improve instruction. Numerous programs have been provided to assist teachers in the use of data in instructional planning. This process is ongoing, on an individual basis, and in small grade level meetings facilitated by the coaches and by administration. Negotiations are underway to increase the instructional day at the PMS and provide for increased community and family engagement. Numerous partners including Adelphi University and other postsecondary institutions in our area provide for additional services and support within the PMS. Operational flexibility and autonomy under the oversight of central administration is to be instituted in the upcoming school year, with additional support and resources necessary for transformation being provided by the Office of Curriculum and the Director of Research, Evaluation and Testing.

PROPOSAL NARRATIVE – *Transformation Model*

I. District-level Plan

B. Operational Autonomies

i. The senior leadership has been working with the Poughkeepsie Middle School to identify the areas where they would be able to have operational autonomy for greater accountability of performance results. The District, along with the PMS team and staff, have been assessing and outlining the pros and cons, as well as which areas would be realistic and attainable for PMS to be able to have operational autonomy since there are some unique factors that may prove to be a barrier or a challenge. The District will provide operational autonomy for the PMS in the following areas: staffing, educational partner selection and use of time during and after school.

In certain areas where the school may have a true *staffing* vacancy, they will have the operational autonomy to recruit and hire highly qualified new staff. The PMS will convene their own hiring committee, develop their own critical questions aligned to the needs of the building, and ensure that quality candidates are recruited in order to make their recommendation to the Superintendent and the Board of Education. It is extremely important to note that the Poughkeepsie City School District, although an urban district, stands out from many other urban districts in New York State, since it only has one middle school and one high school. Therefore, staffing is an area that the team has assessed and is aware of the district-wide reality. The District must maintain compliance with New York State Education Law. This creates a problem, especially during these difficult economic times which many schools have encountered in the last four years, where a large reduction in the workforce of teachers and building leaders has taken place and recall rights are being enforced year after year, for the past three consecutive years thereby leaving the Poughkeepsie Middle School and High School with minimal autonomy for recruiting staff. Recall rights in the district is also compounded since there are only two secondary education schools where affected teachers can return to and both schools are now identified as Priority Schools in which each school faces the same challenges and obstacles that impede the success of students. Therefore, operational autonomy in the area of staffing is feasible at Poughkeepsie Middle School keeping in mind that per New York State Educational Law, as indicated above, there are limited options in districts such as Poughkeepsie where there is only one high school and only one middle school. Also compounding the matter, the high school is a Priority School, where staffing decisions had been made previously. In summary, staffing decisions in the PMS cannot occur in a vacuum.

The PMS will also have operational autonomy in the area of *educational partner selection*. The entire staff at PMS collaborated together, in their

Professional Learning Community time (PLC). The Middle School reviewed their School Comprehensive Education Plan (SCEP) to ensure true alignment and cohesiveness and to make a determination of selecting their partners. The senior leadership also provided some guidance and support by providing them with essential information when conducting their work to find the right partners for the Systemic Support for District and School Turnaround Grant by conducted several interviews with SchoolWorks, Touro College, SUNY New Paltz, CASDA, and Pearson. (This was due, in part, to decrease the redundancy of work and increase the effective utilization of time). The senior leadership provided the PMS team with the questions and answers pertaining to the interviews conducted with the aforementioned organizations. The questions posed were primarily related to school improvement and leadership capacity for the District. One of the organizations admitted that they were not capable of conducting this type of work, one organization did not respond in a timely manner or provide the district with a proposal. One organization indicated that they were already working with too many school districts in New York State and could not commit to the time to provide us with quality work, and the last two organizations provided us with quality responses and proposals outlining the work we were requiring.

Based on this information, it really became a starting point for the PMS Team to independently begin their selection process for a partner. Unlike the PMS, the District selected SchoolWorks. The PMS Team selected Pearson. Their autonomous selection for Pearson as their partners was also due to the fact that, during the year 2011-12, the PMS was identified as a School In Need of Improvement (SINI). During this time, the BOCES team was responsible, through SED, to conduct a School Quality Review (SQR). Through the Title I, School In Need of Improvement Grant, the School Chart was submitted to SED and PMS received $35,170. $12,500 of the money was utilized to hire Pearson/America's Choice as consultants to begin their efforts towards improving the efficacy and quality of instruction for the building leaders and instructional staff (see addendum – PMS School Chart). The PMS building leaders and coaches also facilitated a professional development needs-assessment activity with the staff in order to determine the professional development that would be most beneficial and aligned to their SCEP. Based on the information they received, their list of needs and professional development was prioritized. This was also a contributing factor to PMS team's selecting Pearson as their partners (see addendums - CCLS Worksheet and the Ranking Survey for Professional Development).

The third area where the PMS will have operational autonomy is in the area of the *Use of Time During and After School*. The PMS Team will look at the most efficient use of time during and after school. This work has already begun and the expectation is to finalize, in detail, the option selection during the pre-implementation process of this grant. The present team has developed several options related to the master schedule for the regular school day. The

options developed include eliminating the traditional secondary education bell schedule, differentiating in time schedule (i.e. ELA and Math classes, aligned to CCLS, may go for 60 minutes daily, while other courses such as Physical Education may have a daily duration of 40 minutes), developing houses where support staff and special area teachers are identified with a team in the four core content areas, changing room assignments to ensure that the houses are in closer proximity in order to foster collaboration, creating a formal advisories program, the scheduling of PLC time will continue to be incorporated into the master schedule while including the time to provide teachers for horizontal and vertical articulation in the same content areas, as well as ensuring interdisciplinary collaboration amongst team members. The PMS team has already begun to look at extended day options that are inclusive of enrichment and intervention supports, before and after school tutorial assistance, and opportunities for students to continue to explore and participate in extra-curricular activities that promote academic achievement, builds vocabulary, and stimulates the brain.

ii. The preliminary evidence is the signed and submitted DCIP, under Tenet 5.1, page 28, as part of one of the major recommendations (see addendum – Signed PCSD DCIP 2012-13). The district will be working on reviewing the policies that will impede the progress of operational autonomy, as well as for some of the items in Part II of this grant application, School Level Plan – Transformation. This dialogue has already begun and the Board of Education is aware that certain policies pertaining to this matter will be reviewed and modifications will need to be made, where applicable, in order to ensure a successful operational autonomy outcome. As a point of reference, the District and each one of their Focus Schools, as well as the one elementary school not identified as a Focus School, developed and submitted the DCIP and SCEPs. In these plans, we have made a concerted effort not to be reactionary but to be proactive and maintain the articulated timelines. The intention is to maintain focus upon the plan of action and refrain from being dissuaded, which creates for disruption and decreases the opportunity for success. Subsequently, SED published the SIG application on November 27, 2012 and since one of our District's policies relates specifically to the process it takes to make policy revisions, the timelines are not aligned within the grant application deadline (see addendum – Policy for Amendment of Policies). However, this activity will be fully completed during the pre-implementation period of this grant.

iii. A large component in this item was already addressed in the approved submission of the APPR. In addition, some of the activities and programs to improve instruction at the PMS will mirror the PHS since the Transformation Model has proven to be effective. Therefore, some of the thin contracts and Memorandum of Agreements have already been developed at the PHS in certain areas that were non-existent prior to the SIG will now be extended to the PMS's implementation of the Transformation Model. Some of these thin

contracts involve the implementation of advisories, career choices, stipends and instructional part -time positions for Curriculum Authors and Assessments writers.

The PMS will also implement some of the programs and activities that are aligned to the CCLS, unique to the SED's Middle School Regulations pursuant to the Commissioner, and revamping the entire schedule to the extend the day, which involves a high level of creativity and dramatic change to the traditional day-to-day, period-by-period school schedule. The Poughkeepsie Public School Teachers Association (PPSTA) has collaboratively worked with the District and agrees that the PMS will extend the day by having a staggered teacher schedule. This will allow the PMS to maintain this extended day without having to exhaust the potential SIG funds. The PPSTA has also agreed with the District to allow for a differentiated block scheduling. For example, all Math and ELA teachers will teach for sixty minutes each class to better align to the CCLS, and the other instructional and support staff will teach for forty-seven minutes per class. The PPSTA agrees to this new schedule based on the fact that at the end of the day all teachers will work the same amount of time (i.e. 240 minutes daily). Therefore, certain ELA and Math Teachers will teach four classes daily and all other teachers outside of IEP mandates will teach approximately 5 classes daily. The Poughkeepsie Public School Administrators Association (PPSAA) has agreed to align their agreements to the needs of the PMS.

PROPOSAL NARRATIVE – *Transformation Model*

I. District-level Plan

C. District Accountability and Support

i. As indicated in item B, Operational Autonomy, the senior leadership, will shift their responsibilities to provide more guidance and support for the PMS and direct and coordinate the district's turnaround efforts by primarily ensuring that the DCIP and SCEPs continue to be a work in progress and modifications are made and plans are modified and/or changed based on the reports and evidence-based findings conducted by the DTSDE. The management structures are identified by departments and teams as indicated in the organizational structure (see addendum – Organizational Chart).

ii. Through the Systemic Support for District and School Turnaround Grant, our partners, SchoolWorks, have conducted a District Quality Review and identified areas in need of improvement in the following domains: Leadership and Governance, Human Resources and Professional Development, Curriculum and Instruction, Assessments, and Student Support. Based on this recently completed report, revisions to our living documents, the DCIP and SCEPs, will be modified to reflect some of their findings and recommendations. For example, increasing and improving communication with building leaders, providing supports to building leaders to change instruction in the classroom, and modifying all AIS/RtI plans to better meet the needs of the students, will be reflected in the DCIP and SCEP, where appropriate, and has not yet been identified.

Overall, the process defined is based on ensuring that all of the tenets are being addressed in the PMS.

The Organizational Chart provides a synopsis of the work that will be conducted by different personnel and departments. The Office of Curriculum and Instruction will provide guidance and focus to the DCIP. It will also ensure that the SCEPs will reflect the evidence-based findings of the DTSDE visits. For purposes of clarity and to develop a level of cohesiveness, an Organizational Chart has been developed to reflect the work that will be done in the District and the PMS based on the all six Tenets (see Addendum: Tenet Chart). This office will also provide direction and support for the implementation of the CCLS by providing additional embedded professional learning opportunities, increasing professional learning vertical dialogue and workshops with all PreK-12 building level leaders and coaches at a monthly workshop, implement and facilitate in-service courses for the PMS teachers based on improving their practices and developing a higher level of knowledge to implement the CCLS through a rigorous curriculum where they are able to understand the breadth and depth of the modules to be published on

engageny.org, change the culture of assessments to reflect the CCLS where they are utilized to increase rigor and drive instruction, as well as ensuring that teachers are provided with the tools to differentiate and deliver instruction in an effective manner to SWDs, ELLs, low and high achievers.

The Office of Pupil Personnel Services will interface with the Office of Curriculum and Instruction to ensure that the needs of all students are being met under the requirements of SED. These two offices have been working to provide a cohesive structure to the PMS. This office will also ensure that PBIS structures are appropriate in place and are aligned to providing more success for students. For example, the Assistant Superintendent for PPS will help to develop the Advisories for the PMS as it was done for the PHS. In addition, this office will serve the school and provide guidance on how to increase the level of parent engagement and involvement as indicated in Tenet 6. And, they will also continue to their efforts to address the issues and concerns pertaining to disproportionality and the emotional and social development for students in conjunction with their academic needs, through the Instructional Support Team (IST), in order to help students become more successful.

The Office of Human Resource will provide a structured process relative to the new APPR. The work has already begun. This office will provide guidance and feedback where there are common trends in instruction for teachers who are Highly Effective, Effective, Developing and Ineffective, as well as ensuring that teachers who are not productive are put on a TIP and, if necessary, follow through with the Appeals Process as articulated in our approved APPR. The Business Office will provide guidance and help the building level to administer their funds in the most effective manner, as well assist in ensuring that funds, both federal and general, are being used effectively.

iii. See addendum – District Accountability and Support Interaction Chart.

PROPOSAL NARRATIVE – *Transformation Model*

I. District-level Plan

D. Teacher and Leader Pipeline

i. At the end of the 2011-12 school year, pursuant to the re-identification of its SINI status, the Poughkeepsie Middle School principal was removed. The District had clear intentions to place a strong leader who would be able to successfully implement and assume responsibility for the Transformation Model. Please keep in mind, since the downturn of the economy, the District has had to close down two of their school buildings. One of these schools was an alternative program located at the Circle of Courage for secondary education students. Based on this decision, the District now has two former principals on recall rights at the secondary education tenure area and another principal on recall rights at the elementary school tenure area. Therefore, once the former principal was removed from the PMS, the district, based on New York State Education Law, was obligated to offer the position to the two administrators remaining on recall rights. However, the District made a concerted effort to recruit the second administrator on recall rights for the principal's position. The strategy was to have a professional and forthright dialogue with the first administrator who had legal rights to the position. The Superintendent led this conversation and indicated to this individual that PMS had been identified, at the time, as a SINI School. He clearly indicated that although she had rights to the position, the position required someone with the qualifications necessary to be able to turn the school around including having extensive experience in school improvement, possess a strong knowledge of data driven instruction, have extensive experience in best practices such as readers and writers workshops (these workshops are on engageny.org as part of the CCLS), have experience in evidence-based teacher evaluations, and have experience with managing a much larger building than the alternative program. This administrator came into the meeting already knowing that she had every intention of declining the position and, for legitimate reasons, indicated that her position as Assistant Principal at the Poughkeepsie High School in a PLA school, with the School Improvement Grant, afforded her the opportunity, under the leadership of Principal Glascott, to begin building her capacity as an instructional leader.

The second administrator, Ms. Phee Simpson, had played an active and integral role in removing the Poughkeepsie Middle School from its status of Restructuring under the leadership of Principal Glascott. During her tenure as an Assistant Principal at the Poughkeepsie Middle School, Ms. Simpson, in her leadership role, contributed to developing the culture of change, as well as working collaboratively with the administrative team in evaluating teachers through formal evaluation, both announced and unannounced. Ms. Simpson

served as the administrator in charge of the science and social studies departments. As the administrator, she utilized the literacy coach and worked with the teachers on literacy in the content areas by placing an emphasis on building vocabulary in the content areas, which now is part of the CCLS and on engageny.org. Ms. Simpson was consistent and followed through with the agenda items held during their weekly Professional Learning Community time. She has been an active member of the Curriculum Committee where decisions impacting curriculum and resource have now played a major factor regarding the implementation of the CCLS. She also has experience with being the assistant principal in charge of each grade level, 6—8, during her years at the PMS. Ms. Simpson was also an active member of the former PMS Restructuring Team that consisted of different stakeholders from the community, higher institutions, parents, teachers, board members, and central office staff. Lastly, Ms. Simpson demonstrated leadership skills necessary to move PMS out of Priority Status. In terms of teachers at the PMS, the school has been successful in removing probationary teachers that have been ineffective and improving tenured teachers or taking the necessary steps to ensure that these teachers are held accountable as indicated in the new Teacher Improvement Plan and Appeals Process through the new APPR.

As indicated previously, based on the fact that teachers have been reduced in force, the PMS has not been afforded the opportunity to recruit highly qualified teachers. The list of teachers on recall rights has decreased significantly, which will provide the PMS to work on their staff as indicated in Item 1. B., Operational Autonomy)

ii. As indicated in item i above, we may not be afforded the opportunity of hiring new staff and therefore may find it necessary to expend the majority of our efforts and resources improving the existing staff. The aforementioned is much more related to administrators. However, the Office of Human Resources has indicated that the number of teachers who may claim recall rights to a position has diminished substantially and the PMS will have the operational autonomy to implement their hiring practice. The PMS will train designated instructional staff in recruitment practices and hiring qualified teachers as required by NCLB. These staff members will be trained with the understanding that hiring qualified teachers begins with highly qualified interviews. In addition, the Office of Pupil Personnel Services will assist with this process by tying in Standard 1 of the New York State Teaching Standards with developing Cultural Competence to ensure that qualified instructors understand and are well equipped for an educational urban setting.

iii. The district has provided formal training for all administrators in evidence based observations. In addition to the training, the District has a two-way mirror classroom at the PMS where administrators are able to have continued professional development in providing guidance and practice to teacher evaluation. The administrative teams are able to collaborate with each other

and gather evidence and delve into ranking the evidence from Highly Effective to Ineffective in a manner that provides consistency district-wide. The district has also been a diligent participant in the Diagnostic Tool for School and District Effectiveness Institute (DTSDE). The district's DTSDE Team works collaboratively with the Outside Educational Expert (OEE) to develop workshops that provides all building administrators with turnkey training that encompasses the utilization of their School Comprehensive Education Plans (SCEP) simultaneously. During these workshops, the building level leaders review the tenets and the District's DTSDE Team utilizes authentic evidence to review the Statements of Practice (SOP) and the rubric. In regards to writing the SCEP, the District also provided workshops and embedded professional development to building level leaders to assist in gathering evidence, conducting evidence based observations, and disaggregating data by developing sound and cohesive plans aligned to the initiatives and goals of the SED, as well as the goals set forth by the Superintendent and the Board of Education. For all school building principals and coaches at the Pre-K to Grade 8 levels, the district provides a monthly morning workshop related to the priorities and findings indicated by SchoolWorks. The District further provides professional development in the identification of the characteristics of a classroom that reflects the CCLS form of instruction. The district was also awarded with the Systemic Support for District and School Turnaround Grant. Through this grant, the district's partners, SchoolWorks, conducted a district-wide review regarding the organizational structure of the district, the efficacy of administration's roles and responsibilities, and teacher effectiveness in the classroom, as well as interviews with parents. The findings were reviewed with the central office staff and building administrators. Instructional strategies aligned to the CCLS were utilized for modeling practices to conduct the review of the report. Although the findings in the report made the administrators uncomfortable, it was a baseline for dialogue and prioritizing the evidence based observations that were made by SchoolWorks. As a result of all of what has been stated above, the goal for each school is to begin working with teachers to change their instructional practices and demonstrate lessons that are aligned to the CCLS, as well as more student-to-student engagement and less traditional teacher directed instruction as observed and documented. On January 25, 26, and 27, 2013, through the Systemic Support for District and School Turnaround Grant, the PCSD administrators will participate in a weekend retreat. During this weekend retreat, SchoolWorks will facilitate workshops pertaining solely to changing instruction in the classroom. The administrators are responsible to complete two professional readings for this workshop, "Leverage Leadership" by Paul Bambrick-Sontoyo and "Instructional Rounds in Education" by Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel. In addition, our work with Pearson will also entail embedded professional development with our building level leaders to be able to make the distinction and identify the CCLS classroom, as opposed to a classroom that still philosophically represents the 2005 NYS Standards.

iv. The district has received reports generated by the SED and/or its representative (i.e. JIT, RSE-TASC, School Improvement Office), as well as from partners and consultants (i.e. Adelphi University, Technical Assistance Center on Disproportionality (TACD), SchoolWorks) where repeatedly the reports identify the same deficiencies surrounding a teacher's effectiveness and the instructional process in the classroom. America's Choice Design, Reading First, Teacher Mentor Program, Member of Model Schools CoSer through the BOCES, NYSUT Innovation Team, NTI, direct teacher support through building level coaches, Adelphi, TACD, Training of the Web-Based ABC, PBIS, AIS/RtI and RtIM, APPR training, Third Party State Approved Assessment Data training on NWEA/MAP Stepping Stones training are several district-offered programs designed to build a teacher's capacity to be effective.

v. See attached District-Offered Training Events Chart.

PROPOSAL NARRATIVE – *Transformation Model*

I. District-level Plan

E. External Partner Recruitment, Screening, and Matching

i. As indicated in item B, Operational Autonomy, the PMS identified, viewed, and screened the different potential partners to select the appropriate partner that would best match and meet the needs to conduct the work necessary to improve the school. The PMS staff has had vast experience and knowledge of many consultants they have had work in their school. Some of these consultants/partners have worked with them on areas of disproportionality, improving classroom instruction, cultural competence, building leadership capacity, working with SWDs and ELLs, and in other areas. Therefore, the process consisted of a diverse group of staff members and the building leadership to serve as advisors, based on their experience with former partners. It was important for the PMS to select a partner that clearly saw their vision and would share some of the leadership responsibilities. Of particular note, Pearson had the unique skills and strengths that complemented the work that already started at the PMS outlined in the SCEP. The PMS was very objective in their selection of their partner. The District will provide an evaluation that looks back at what has taken place and decide how it was successful and how it was unsuccessful by utilizing the same process implemented by the DTSDE which is evidence-based. The evaluation will take place before, during, and after the work has been conducted. The ultimate goal is to determine whether or not the partners selected was successful in meeting their objectives they set forth, and based on the evidence, was the work highly effective.

ii. The Poughkeepsie City School District has had a working relationship with Pearson, the partner designated in this SIG grant, for last year. This includes Pearson's work in the Systemic Support for District and School Turnaround Grant delivering workshops to the District's leadership. Pearson has also worked with the Poughkeepsie Schools K-12 during the 2012-13 school year, providing the workshop reform model, America's Choice Whole School Reform Model. To provide Poughkeepsie Middle School with the additional support that this SIG grant will provide, the Office of Curriculum and Instruction will develop a contract for the pre-implementation period and year one which will go before the Board of Education at the March meeting. This will enable work with Pearson to begin on April 1, 2013 for the pre-implementation workshop, The Launch Institute, to be fully developed and presented during the scheduled time. Additionally, it will allow for a calendar of professional development to be developed in concert with the Transformation Team for Year One implementation.

When	What	Who is Responsible/Involved
January-February 2013	**Communication with Pearson to develop a plan for PMS Transformation**	**Principal, Assistant Superintendent for Curriculum & Instruction PMS Leadership Team**
March 2013 Board of Education meeting	**Pearson's contract for pre-implementation and Year One**	**Assistant Superintendent for Curriculum & Instruction**
April – May	**Planning Launch Institute**	**Principal, Assistant Superintendent for Curriculum & Instruction PMS Leadership Team Transformation Team Pearson Representative**
June	**Launch Institute 3 day workshop Day 1 – Leadership Team Days 2 & 3 – PMS staff**	**Principal, Assistant Superintendent for Curriculum & Instruction PMS Staff Pearson Representatives**
July - August	**Planning Year One Professional Development Activities**	**Principal, Assistant Superintendent for Curriculum & Instruction PMS Leadership Team Transformation Team Pearson Representative**
September 2013-June 2014	**Embedded Professional Development as well as full or half day professional development Activities**	**Principal, Assistant Superintendent for Curriculum & Instruction PMS Staff Pearson Representatives**

iii. Based on the content of this entire application, it was important for the District and principal to layout the foundation which clearly defines the goals and activities necessary that would get students ready for college and careers. The principal had the autonomy to select the education partner she deemed to be the best fit for the PMS. The timeline for the pre-implementation period and year 1 activities required a partner who is understanding of the demands, obstacles and challenges that the PMS school encounters. Pearson will be able to come in and begin their work and not interrupt the amount of State Testing that is to begin in Spring 2013, the demands and challenges to complete rigorous evaluations, and provide hands on professional development.

PROPOSAL NARRATIVE – *Transformation Model*

I. District-level Plan

F. Enrollment and Retention Policies, Practices, and Strategies

i. The Poughkeepsie City School District currently has four elementary schools, one middle school, one high school and one Early Learning Center. All four elementary schools feed the Poughkeepsie Middle School. As a result, the demographic make-up of the middle school is very similar to the elementary schools that feed it. For example, SWDs at the middle school are 15% of the total population. Among the elementary schools, the population of SWDs ranges from a low of 12% to a high of 18%. The same is true for economically disadvantaged students. At the middle school, this group represents 87% of the population while the elementary schools range from a low of 77% to a high of 92%. There is, however, a significant difference in the percentage of English Language Learners. This group represents only six percent of the population of the middle school while the elementary school ranges from a low of 12% to a high of 16%. There are two reasons for this difference. First is the ability of our staff to achieve English proficiency with a considerable number of students by the time they reach middle school, and second is the changing population demographics of our district. Over the past 10 years the percentage of Hispanic students has grown from half the percentage of white students to exceeding the white population by a factor of 2.

ii. The district has put in place a number of policies, procedures, practices and resources to ensure that ELLs, SWDs and other low performing students have access to high quality programs. Poughkeepsie has employed an Early Intervention Specialist to ensure the future success of low performing students through early diagnosis and intervention. Through our approved Annual Measurable Achievement Objectives (AMOA) for LEPs/ELLS, a District-wide ESL coach was hired to carefully monitor ESL instruction, provide embedded professional development, and seek new intervention models and procedures to ensure the success of our English Language Learners. The district continues to seek and implement instructional models to provide equitable opportunities for all students to learn. The district has adequately and aggressively been moving to provide a less restrictive environment for our students with disabilities in order to be in compliance with the SED. Many of the former special education classes have been converted to integrated co-taught classes. The district has instituted a robust RTI model in all buildings in addition to a revamped IST process across the district.

iii. The PMS will establish a sub-policy committee to review policies that may have a negative impact in this area. All the Poughkeepsie elementary schools are neighborhood schools and all students from the district in grades 6,7,and 8

attend the Poughkeepsie Middle School. As such, all students regardless of sub group or performance level, SWDs needing specialized programming, and ELLs have the same amount of access to high level instruction at their neighborhood school. As identified in part i, the demographic make up of all schools in the district are similar as are the percentage of ELLS, SWDs and Economically Disadvantaged. Major changes, in recent years, for self-contained classes for SWDS have been equally distributed throughout the district within their neighborhood schools in order to provide a least restrictive environment and access to high level instructional programming as appropriate for these students.

PROPOSAL NARRATIVE – *Transformation Model*

I. District-level Plan

G. District-level Labor and Management Consultation and Collaboration

i. The District has had success collaborating with labor unions. Those obstacles and challenges has since diminished or are almost non-existent since we began our work to develop the first SIG. Secondly, the APPR submission, required a lot of time and effort from the labor unions and it was all concentrated on the work with minimal distractions related to negotiated matter. Therefore, upon beginning this work, the District and labor unions made a conscious effort to work collaboratively and deal with the obstacles, challenges and all required mandates instituted by the SED, as well as by the LEA. The first plan of action was to hold a meeting with the PMS and indicate their Priority School status. During this meeting, it was stated clearly that the District will work diligently to ensure that we articulate and prioritize the needs of the school, as well as to ensure that the DCIP and PMS SCEP, including all federal grants (i.e. Systemic Support for District and School Turnaround Grant), would serve its purpose to provide support to schools and developing capacity in our senior and building level school leaders. It was clear that we were going to create a plan that would support and reflect cohesiveness, as well as to put a stop to what typically happens in failing urban schools of adopting a reactionary and fragmentary culture, which often are articulated into an array of plans. Therefore, we took a pro-active approach and began our work by having all leaders working collaboratively to develop and discuss the DCIP and SCEP and begin articulating and writing the initial plan. The PMS staff went back to their building level teams and expanded upon the plan by inserting and making revisions to the plan. Throughout this process, the plan remained aligned to the DCIP and vice versa. As a District, we began our participation with the DTSDE. Roberto Reyes indicated in one of the sessions that if schools needed an extension they would be granted for submission of the DCIP and SCEP. We asked for an extension in order to ensure that the information learned through the DTSDE would be reflected in our plans. The District held specific half and full day workshops with the topic being the DCIP, SCEP and DSTDE Turnkey Training (see addendum – Meeting Agendas).

ii. See Attachment A - Consultation and Collaboration Form.

PROPOSAL NARRATIVE – *Transformation Model*

II. School-level Plan

A. School Overview

i. The vision for the Poughkeepsie Middle School is to create a culture where leaders, teachers, staff, parents, and the community are working collaboratively to assist and ensure that all students achieve success for college and career readiness. The mission is to prepare students with a rigorous curriculum aligned to the Common Core Learning Standards and provide them with all the necessary supports and enrichments to perform on or above grade level and posses the skills necessary to be successful at the High School level. The Transformation Model will afford the PMS the opportunity to address the Regents Reform Agenda and the Elementary Secondary Education Act (ESEA) Waiver, through dramatic change and develop the following goals to ensure success.

The first goal will be to develop strong building level leadership capacity and develop a culture of distributed leadership where all stakeholders are held accountable to effectively implement the plan outlined in the SCEP and the potential School Improvement Grant led by the building principal selected to lead this model. The second and third goals are to provide staff with high quality job-embedded professional development in order to build and increase teacher capacity in the classroom by providing them with opportunities to develop their skills in the CCLS and utilizing assessments to establish rigor reflective of student achievement, drive instruction and provide supports and enrichments to low and high achievers, as well as for Students with Disabilities and English Language Learners. The school will create and nurture a culture where data is the driving force, based solely on rigorous evidence, to successfully implement and reach the goals outlined in Tenets 2, 3, 4, 5 and 6 of the School Comprehensive Education Plan (SCEP) (see addendum – Signed PMS SCEP 2012-13). The LEA will continue to implement the CCLS and utilize the modules from one grade where assessments play an integral role into the curriculum for the continuous use of student data.

ii. The first course of action is to review the vision and mission of the PMS. Often times, schools have a driving purpose and at times it is not clearly defined and owned by all stakeholders. Therefore, the PMS, during its pre-implementation period will utilize this time to work on providing activities where the vision and mission are clearly defined and understood for its purpose and value. When this is accomplished, then the team has a purpose that is transparent and they can begin their work towards this purpose and

when they believe in its value then the school can be transformed to meet the goals of the SCEP.

The PMS will partner with Pearson on implementing aspects of the School Improvement Model (SIM). The SIM has five components, each contributing to comprehensive, school-wide improvement: Standards-Aligned Curriculum, Instruction, and Assessment; High-Performance Leadership, Management, and Organization; High Achievement and Engagement; Data-Driven Culture; and Sustainability for Continuing Improvement.

Standards-based learning and the alignment of curriculum, instruction, and assessment to standards forms the foundation of SIM. The PMS aims to have a collective commitment to systemic improvement to provide high-quality instruction for all students by combining content area concentrations in math and ELA with a school-wide focus on instructional practices that support students' development of college and career readiness.

Educational consultants will train the PMS Leadership Team to support school improvement efforts at every level by: Empowering staff through distributed leadership; Balancing support and pressure to help teachers transform their practices; and Focusing the school on organization-wide activities proven to positively impact student success.

PMS will focus on standards-aligned instruction with strategies to build a school- and community-wide commitment to high expectations for student achievement. Broad support for students' commitment to their academic success coupled with standards-aligned instruction connects students' engagement in learning with their social and emotional development. It also generates an environment that fosters timely interventions for students at risk.

PMS in collaboration with Pearson will support the emergence of a data-driven school culture by initially centering on the work of the school leadership team. This focus on building habits of appropriate and effective use of data to guide decisions extends over time to an ever increasing number of teachers and school staff, thereby impacting and improving all aspects of school policy and practice.

Capacity building for continuing improvement will become a primary focus of the PMS school design. Systems will be put into place which will promote continuous improvement via distributed leadership and collaboration, as well as through professional development, coaching, and technical support. The technical support system incorporates structures and processes for monitoring, adjusting, and sustaining implementation over time to ensure school-level capacity building and a gradual transfer of responsibility from Pearson staff to school staff that enables the school to take the driver's seat in its improvement process.

PROPOSAL NARRATIVE – *Transformation Model*

II. School-level Plan

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

i. See Attachment B – School-level Baseline Data and Target-Setting Chart

ii. The Poughkeepsie Middle School receives all 6, 7, and 8 grade students from across the entire Poughkeepsie City School District. This school houses 973 students. Of these students, 12% are White, 62% are Black, 24% are Hispanic and 2% are Other. 87% of the population is economically disadvantaged, receiving free or reduced price lunch. 15% of the building's population is Students With Disabilities and 6% are English Language Learners.

The middle school population, in general, has not been successful in demonstrating proficiency in Math or English Language Arts on the New York State Assessment. In the 2011-2012 school year, only 27% of the students score proficient (levels 3 and 4) on the New York State ELA exam and 26% score proficient on the NYS Math exam. Among the sub group populations with the least success in English Language Arts were the Students With Disabilities at 3% proficient, English Language Learners at 10% proficient and economically disadvantaged students at 23% proficient. Results on the 2011-2012 Math exam were similar where only 8% of the Students With Disabilities were proficient, 11% of the English Language Learners were proficient, and 23% of the economically disadvantaged students exhibited proficiency.

In English Language Arts, based on information provided on NYSTART, the students in the Poughkeepsie Middle School have the greatest lack of proficiency in the area of critical analysis and evaluation. In Mathematics, the area of measurement specifically solving equations to convert measurements is where the greatest gaps are found. This is followed by algebra for grades 6 and 7.

iii. A School Quality Review (SQR) was conducted January 24-25, 2012 by outside educational experts. During the review, the external evaluator visited classrooms, talked with school leaders, and used a rubric to evaluate how well the school is organized to support student achievement. Results of the SQR were sent to the District and the Poughkeepsie Middle School (PMS) on August 31, 2012. Once received, District and PMS staff intensely reviewed the SQR carefully dissecting the findings and recommendations listed.

In October 2012, through funds supported by the Systemic Support for District and School Turnaround Grant, the district contracted with

SchoolWorks to conduct a District Quality Review to provide information regarding District and school turnaround efforts. The review process was designed around ten Domains and Criteria that represented a research and practice-based consensus of conditions for effective schools. The visit to PMS utilized multiple sources of evidence (documents, interviews, classroom visits) to get an understanding of the progress the District and the PMS had made toward implementing plans for school improvement. Evidence was collected and analyzed by a team composed of educational consultants. The final product of the review was a written report which documented the team's findings. These results were reviewed by both District and school staff.

The Program Evaluation Toolkit (PET) is a comprehensive assessment tool developed to examine the quality of programs and services provided to Limited English Proficient/English Language Learners (LEP/ELLs). This instrument is designed to ensure that the instructional quality and academic rigor of programs serving LEP/ELL students are aligned with federal requirements and which holds districts and schools to higher standards for all children, including students who are culturally and linguistically diverse. The PET was used in December 2012, to evaluate the English Language Learner (ELL) program. By conducting the self-evaluation, PMS was able to determine the degree to which their ESL program was aligned with the core curriculum; demonstrate the rigor and effectiveness of the professional development plan; reflect the support teachers receive from the district and school leadership in implementing best practices in the classroom; benefit from rigorous monitoring and assessment; and improve communication with parents and families of LEP/ELL students.

iv. Evidence collected during the reviews indicated that the District and school leadership and staff recognized the need for a rigorous English Language Arts (ELA) curriculum that is aligned to the shifts in the Common Core Learning Standards (CCLS) and addresses the foundational learning needs of their entire student population. The building principal, assistant principals, and instructional coaches are receiving on-going professional development in understanding and implementing the Common Core Learning Standards. The professional development that is being received is building capacity of the instructional leadership to ensure that high-quality teaching aligned to the CCLS is evident in every classroom as determined by informal and formal observations, lesson plans, professional conversations during PLCs and other opportunities for teacher collaboration. Opportunities are available for instructional leadership to support the teaching staff in understanding and implementing the CCLS.

There was evidence that some classrooms at PMS have maintained the lesson structures of effective lesson design (introduction with lesson objective; active teaching; guided practice; independent practice; lesson closure) and the workshop model of learning. Teachers who have been identified as effective

teachers or who have been identified as lead teachers are being asked to provide support to their colleagues during vertical and horizontal articulation, faculty meetings, and various other professional development opportunities.

Time has been allotted in the master schedule to enable grade level teams to participate in Professional Learning Communities (PLC) with the professional development coaches one day a week; grade level department meetings one day a week; and Academic Team meetings three days a week. School leaders and teachers have access to multiple sources of formative and summative data to inform instructional and programmatic decision-making.

There is a recognized need to structure opportunities and expected outcomes for analyzing data to inform instruction and school improvement. District and School Leadership, as well as the instructional coaches have begun to work collaboratively with grade level teams to examine student-learning data. These data teams need regular opportunities to meet and collaborate using identified Data Team Protocols that will guide and focus the staff in examining student learning data inclusive of student achievement scores and/or samples of student work.

v. The Poughkeepsie Middle School will assemble a list of needs from a variety of sources. These sources include the results of a School Quality Review conducted during the 2011-2012 school year, a review conducted by School Works in October 2012, the implementation of the Program Evaluation Tool, the results of State assessments, the school report card, the results of a district-wide survey of parents, staff, and students and the application of the Diagnostic Tool. The Middle School Transformation team will review the list of needs and identify scientifically / research-based remedies. As a result of financial constraints, not all needs will be remediated. Priority will be given to those needs/ remediation which affect student learning and achievement of college and career readiness skills.

PROPOSAL NARRATIVE – *Transformation Model*

II. School-level Plan

C. School Model and Rationale

i. In the beginning of the year 2011, the PHS was identified as a PLA school. This identification allowed us to apply for the SIG. During this time, the district as a whole worked on overcoming many obstacles and challenges in order to develop a SIG that would be approved by SED. This process was not easy since we had both administrators and teachers working without a negotiated contract. However, both aforementioned associations and the district had the same goal in common, which was to increase the high school graduation rate and provide principals, teachers, parents and students with positive outcomes. Based on this shared vision, all stakeholders worked productively to ensure that the PHS students were the District's first and foremost priority. When the opportunity arose for the PMS to apply for this competitive grant, we continued our collaborative work that also allowed us to complete the APPR submission by its first deadline July 1, 2012. Of particular note, the PCSD has one middle school and one high school. Therefore, the decision was simple and logical to implement the Transformation Model and create a vertical articulation that encompassed the same goals, strategies and activities. The PMS has been identified with the same academic problems that have escalated into the PHS. Students in all categories that not make AYP, a large population of students are identified in more than one sub-category. It is not uncommon for the majority of our students to fall under three or more sub-groups. These same students feed into the PHS and are lacking college and career readiness which interprets to being not prepared to the rigorous curriculum at the PHS.

ii. This step was simple to complete since the Poughkeepsie High School had been identified as a PLA School and was awarded the SIG from 2011 – 2014. As of today, we have evidence that the Transformation Model at the PHS has been effective in its implementation. Therefore, it was apparent, by all the different stakeholders, that the implementation of the Transformation Model for the PMS will clearly create a level of consistency in a district where there is only one middle school and high school. This model would allow for a clear, consistent and uniformed vertical articulation, from grades 6 – 12 to ensure success for all students.

PROPOSAL NARRATIVE – *Transformation Model*

II. School-level Plan

D. School Leadership

i. First and foremost, as indicated in item D of the District-level Plan, Teacher and Leader Pipeline, the principal must have the qualifications as indicated through the School Improvement Guidelines to successfully carry forth the Transformation Model. The principal must be the leader who leads the vision and mission established in Item A of the School-level Plan, School Overview. The principal must serve as the instructional leader and demonstrate the ability to apply guidance to the implementation of the CCLS and the effective delivery of instruction in the classroom. The principal must have knowledge of the CCLS, its shifts and modules, as well as provide teachers with an effective and solid pre-observation conference, evidence-based observation and fair rating score, as well as an evidence-based post-observation conference aligned to the New York State Teaching Standards and the NYSUT Teacher Practice Rubric. The principal must also develop a data driven culture based on evidence in all areas (i.e. local assessments, third-party State approved assessments, State assessments, teacher observations, professional development, and parent and community involvement and engagement). In order to accomplish the aforementioned, the principal must also understand and have the know-how to distribute leadership and hold all stakeholders accountable based on their defined roles and responsibilities. Lastly, the principal must be able to maintain their focus ensuring that the SCEP and SIG are not separate entities and that all staff is working towards achieving the same goal.

ii. Ms. Phee Simpson played an active and integral role in removing the PMS from its status of Restructuring under the leadership of Principal Glascott. During her tenure as an Assistant Principal at the Poughkeepsie Middle School, Ms. Simpson, in her leadership role, contributed to developing the culture of change, as well as working collaboratively with the administrative team in evaluating teachers through formal evaluation, both announced and unannounced. Ms. Simpson served as the administrator to the science and social studies departments. As the administrator, she worked collaboratively with the literacy coach and worked with the teachers on literacy in the content areas by placing an emphasis on building vocabulary in the content areas as indicated on engageny.org for the CCLS. Ms. Simpson was consistent and followed through with the agenda items held during their weekly Professional Learning Community time. She has been an active member of the Curriculum Committee where decisions impacting curriculum and resource have played a major factor regarding the implementation of the CCLS. She also has experience with being the assistant principal in charge of each grade level, 6-

8, during her years at the PMS. Ms. Simpson was an active member of the former PMS Restructuring Team that consisted of different stakeholders from the community, higher institutions, parents, teachers, board members, and central office staff. Lastly, Ms. Simpson has demonstrated leadership skills necessary to move PMS out of Priority Status.

iii. The Steps have been identified in Item D of the District-level Plan, Teacher and Leader Pipeline, and the Principal has been selected.

iv. The Principal of the PMS has established an outline of all of the Assistant Principals and a job description narrative of the School Implementation Manager (see addendum - Assistant Principal PMS Job Description).

The SIM will be hired full-time for the first year of the SIG. The SIM will work collaboratively with the building principal to strategically implement the SIG Plan to transform the PMS (see addendum – SIM Job Description).

v. During the 2006 school year, the PMS adopted the America's Choice Design. A strong component of America's Choice was to create a leadership team inclusive of pedagogical instructors that did not hold administrative certification. This began the leadership team concept at the PMS. In the past two years, the leadership team has not executed their responsibilities to the magnitude it had been when it was identified as Restructuring. The current supporting leadership is inclusive of the Principal, the Assistant Principals and the Math and ELA Coaches. This team meets to discuss many of the required and permissible activities identified in the Transformation Model. Mr. Glascott, the former building principal, was transferred to the PHS to assume the position of Principal under the Transformation Model. Mr. Raul Rodriguez, former Assistant Principal, under the leadership of Mr. Glascott, was appointed to a middle school principal position in the Newburgh Enlarged City School District. One Assistant Principal was denied tenured and left the middle school. Two other interim assistant principals were not given the opportunity to be permanently hired. Ms. Phee Simpson, former PMS Assistant Principal, temporarily left the school upon her appointment as the Principal for the Alternative Program. The ELA Coach, Ms. Carrie Daley, remains in her position and has continued to work diligently. The Math Coach is new to the position this school year. Mr. Hicks was a former Math teacher in the school with successful outcomes. The new team is comprised of Ms. Simpson, Mr. Scott who is in his second year of tenure, Mr. Wilson, former PMS Social Studies teacher, and Ms. Clevenger who is an experienced Assistant Principal but new to the District and to the PMS. Of particular note, Mr. Wilson is a former student of the District and it is the philosophy of the District to build our leaders and sustain them in our District. This is a new invigorating team that has taken this challenge to develop a culture where the staff is ready to conduct the necessary work to improve student achievement by getting them ready for college and career readiness. The obstacles and

challenges this team has encountered are beyond their control. This school year, they have had a tremendous amount of professional development, provided by the SED (i.e. Network Team Institute), along with rigorous training on the teacher evaluation tool and working on the recommendations of the SQR, as well as working on developing a SIG application that can positively help change the course of the school.

PROPOSAL NARRATIVE – *Transformation Model*

II. School-level Plan

E. Instructional Staff

i. The PMS has a staff that is willing to work and provide students with an effective curriculum. Of particular note, the PMS has indicated that students entering into the sixth grade from our elementary schools are not prepared to handle the rigor that is articulated in the CCLS. Designated staff members that have Professional Learning Community time built into their schedule continue to work collaboratively by disaggregating assessment data, building their repertoire as instructional leaders in their classrooms and trying to get the answers on how to get their students up to speed to meet the demands of college and career readiness. Although teachers can gather information, based on assessments and the quality of student work, they lack the resources to determine how to go about changing some of these significant factors. PMS staff changed dramatically when the PHS was awarded the SIG and certain staff members, voluntarily and/or involuntarily, transferred to the high school. The repercussions of this matter left the PMS with staff members who did not buy into the Transformation Model. However, in the past two years, the PMS has been diligently working with ineffective staff. Certain probationary teachers and administrators were not recommended for tenure and/or continued employment. PCSD is a small urban district with one high school and one middle school. With the Transformation Model already implemented at the high school, it has allowed teachers to understand the ramifications of it, as well as all of the support and embedded professional development they have received. The PMS is readily awaiting the opportunity to implement the Transformation Model and develop the skills necessary to help students to be ready for college and careers.

ii. First and foremost teachers need to have significant knowledge and understanding to effectively implement the CCLS in their classroom. There is a level of tremendous sophistication that teachers need to develop the skills to provide students with the opportunity to go deeper into the content they are learning. It is more than just understanding and providing the students with the content but developing quality content that will allow teachers to work with all students. The staff, building level leaders and classroom instructors need to be able to develop a learning environment with a student-centered focus. By providing students with this type of environment, the focus is then redirected. Students are actively engaged in learning and the outcomes are geared towards student achievement. It is also important that teachers apply the New York State Teaching Standard, in particular Standard 1, where they are thoroughly informed and understand their diverse population of students. Furthermore, it is important that teachers develop the necessary skills to make

technology an integral part of their daily instruction. Lastly, teachers need professional development to develop the skills to utilize assessments in alignment with the CCLS, which provides students with immediate feedback, increase rigor, differentiate instruction based on results, and improve teacher effectiveness.

iii. The staff has already been informed of the Transformation Model. Through the submission of the SCEP, the staff was informed of the action plan established. The staff has also partaken in District-wide professional development where they have knowledge of the Transformation Model. The Superintendent of Schools also developed a Road Map defining the Transformation Model for the PHS, which has been distributed to the all PCSD staff, as well as parents. However, the Transformation Team will be responsible to develop activities that outline the content and context of this SIG. This will be done during Professional Learning Community Time, as well as the two required monthly meetings that are defined in the PPSTA contract.

iv. Please refer to Item D of the District-level Plan, Teacher and Leader Pipeline, in response to this question.

PROPOSAL NARRATIVE – *Transformation Model*

II. School-level Plan

F. Partnerships

i. **Partner Identification**: Pearson's School Achievement Services group will support Poughkeepsie Middle School as it applies the Transformation model as an external partner. Pearson will provide year-round support for the transformation in alignment with its mission to help educators navigate fundamental and dramatic shifts in leadership and classroom practices, enabling states, districts, schools, and teachers to support and sustain the transformation and quality of instruction required for our students to achieve college and career readiness in a competitive global economy. The School Achievement Services group of Pearson delivers proven education services with lasting results, supported by the strength of the industry's top education thought leaders and authors.

Pearson's School-wide Improvement Model:

Pearson will provide the School-wide Improvement Model (SIM) with high intensity tailored to the needs of Poughkeepsie Middle School. SIM includes the following:

- 110 days of onsite service, including face-to-face professional development and technical support.
- Professional development that includes face-to-face training for all staff, in addition to focused professional development for the leadership team, teacher facilitators of professional learning, the ELA department, the math department, and staff involved in providing student services relevant to student engagement with school.

Technical support includes the following:

- Focused strategizing with the principal and administrative team as an essential component of every day of onsite support, supplemented by frequent communication, both face-to-face and virtual, to maintain leadership focus.
- Establishment of the Leadership Team and facilitation of a regular cycle of protocol-guided meetings to develop a data-driven culture and guide implementation of the school improvement plan.
- Facilitation of regular guided practice sessions with the principal and administrative team that adopt an inquiry-driven approach to monitoring implementation of practices related to instruction and development of an effective school culture, analyzing the resulting data and taking data-based action.

- Establishment of a systematic approach to progress monitoring through collection of data through surveys and rubric-based observations and facilitation of periodic progress monitoring sessions with the Leadership Team.
- Coaching for teachers, including co-planning and modeling as needed, to support implementation of effective instructional practices, with a focus on ELA and math.
- Facilitation of the development of ongoing job-embedded professional learning in each content area to support the focus on development of academic language and students as independent learners.
- Facilitation of development of an effective school culture that builds student engagement.

This will be supplemented with targeted expert support for the following:

- Building effective practices for English learners
- Building effective practices for special education students in mainstreamed settings and self-contained settings
- Aligning the written and taught curriculum with the Common Core State Standards.

Poughkeepsie City School District selected Pearson based on its comprehensive, yet personalized, school improvement model which aligns tightly to district needs. Their success in other districts with low-achieving, high-needs students both in New York and across the country is impressive. We hope to emulate those successes through this partnership.

ii. See Attachment C – Evidence of Partner Effectiveness Chart.

iii. **Pearson SIM**: Comprehensive program evaluation is built into every SIM implementation. Evaluating SIM involves two discrete streams of activity. The first stream focuses on all schools implementing SIM and has the following three data events:

1. During the engagement and implementation process, pre-data are collected on a series of variables including leadership practices, data culture, teacher collaboration, quality of instruction, and student engagement. Post-data on these variables are collected at the end of the year.
2. Throughout the school year, information and data (including client perception data) on progress towards achievement of SIM goals are accumulated continually using the site-based SIM Progress Monitoring System.
3. An evaluation team, composed of evaluation specialists, content specialists, and field specialists from Pearson's School Achievement Services group, visits a stratified random sample of

schools implementing SIM to collect data and validate findings. The team uses both quantitative and qualitative methods, tools, and approaches to gather data on implementation of SIM goals, leadership practices, data culture, teacher collaboration, quality of instruction, student engagement, and perception data.

The evaluation team conducts a multi-level evaluation of SIM in order to examine the efficacy of the model and the quality of site-specific implementations. Actual outcomes are measured against expected outcomes to determine impact across a variety of data (including student achievement, instructional quality, use of data, and student engagement). Implementation reports document implementation strength and fidelity, provide feedback to the schools for the purpose of celebrating successes as well as to improve implementation, and inform SIM planning for the subsequent year. Field Specialists collaborate with school and/or district administrators to analyze the data and to use it to guide further implementation.

PROPOSAL NARRATIVE – *Transformation Model*

II. School-level Plan

G. Organizational Plan

i. See addendum – PMS Flow Chart.

ii. The PMS building leadership team meets daily each morning to discuss the day-to-day operations and occurrences, as well as to review which classroom walkthroughs will be conducted along with formal announced and unannounced observations. The Principal facilitates the meeting, while ensuring that all classrooms are covered, and discusses her expectations. It is not uncommon for the leadership team to have consistent assemblies with agenda items based on PBIS initiatives, as well as addressing character education attributes. In addition, the team has been setting their attention and focus on the submission of the SIG application. The coaches, who are part of the building leadership team, have weekly meetings for Professional Learning Community Time. During these meetings, the team reviews student work and shares information to increase their understanding of the skill deficit students encounter.

iii. The PCSD held a workshop where all principals convened and worked on developing their schedule for conducting evaluations. At the PMS, the principal and the three assistant principals conduct all announced and unannounced observations. In addition, included in the sixty points (percent) of this portion of the APPR, the instructional staff develops two goals collaboratively with one of the aforementioned administrators. These goals are aligned to the initiatives and goals of the District, as well as the New York State Teaching Standards. In addition, the District has implemented Peer Assistance Review (PAR) through the AFT Innovation Funds where only six districts in New York State participate. The PAR is able to conduct and provide evidence to the one of the four administrators. However, the PAR can provide input and participate in the post conference but is not able to rank in the HEDI score. The APPR has been a daunting task since it is new for administrators and instructional staff. For example, the instructional staff has shared that it takes approximately up to ten hours to put together a lesson plan and the administrators have shared that each evaluation takes approximately eight hours to complete. Continued professional development will improve this matter.

iv. See addendum - Full Calendar Schedule of Events 2013-14.

PROPOSAL NARRATIVE – *Transformation Model*

II. School-level Plan

H. Educational Plan

i. The PCSD has a curriculum committee meeting that meets monthly and certain months bi-weekly. This team is part of the teacher collective bargaining unit. The team is comprised of building level and senior level administrators and teachers. The team is responsible to approve all curriculum materials, activities and courses. Fundamentally, the team understands that the District has to adhere to the CCLS. However, there has been some of conversation of adopting the vendors from the SED as the curriculum. The curriculum to be used will be the State approved curriculum on engageny.org. At the elementary level, this has already been accomplished. At the middle level, the teachers have been utilizing the CCLS and collaboratively have developed units of studies with former materials to implement the CCLS. Once the SED has approved and published the middle level curriculum, the District will utilize it in the classroom.

ii. The models of aligned curriculum and instruction will reflect a workshop approach that blends instruction in both reading and writing. The approach will provide a balance of whole group, small group, and individual instruction, and scaffolds the development of students' academic behaviors to allow them to act as independent and responsible learners. Instructional Units and related professional development will guide teachers in establishing Learning Routines and Rituals, as well as Effective Instructional Practices.

The ELA instructional models and supports will immerse students in close reading and analysis of examples of critical genres such as expository, essay, and argument so that they can research, organize, and draft their own versions of each genre. The instructional models will offer teachers strategies for guiding students' study of organizing patterns (such as chronology, general/specific, comparison, and cause and effect) in the texts that the students read and the texts that they write. They will also provide guidance for explicit instruction in the tools of writing (such as cohesion, style, and grammar) that make writing effective. Focused attention will be given to academic vocabulary and sophisticated syntax to elevate students' written language.

iii. The PMS will have Operational Autonomy to design their school day. The Design Team to be created during the pre-implementation period will provide guidance to the options attached. The options provide a series of schedules and scenarios for the PMS to adopt. What is definitive is that all ELA and Math classes will be 60 minutes daily and the school will have a nine period day instead of an eight period day. In addition, grades 7 and 8 teachers in

ELA and Math will loop with their students in order to best implement the curriculum and provide high quality instruction through the CCLS. One of the options to be selected adheres to the Board of Regents standards for Expanded Learning Time (see addendums – SIG Scheduling Options Narrative and SIG Scheduling Options (excel spreadsheet).

iv. In preparation for school year 2013-2014, teams of teachers will prepare six common interim assessments in each of the four core content areas. The topics for each assessment will reflect the curriculum map of significant tasks as established in the district's curriculum aligned to the CCLS. The assessments will reflect the skills required by the college and career readiness standards and evaluate recently taught material and reassess previously taught topics. Prior to item writing, writing teams will be trained in item analysis and given an opportunity to evaluate the level of rigor that define college and career readiness in the state assessments for their grade and subject. Armed with understanding of the level of rigor and depth of understanding required for their grade level teachers can commence the writing project.

Interim assessments will be administered approximately every six weeks. Directly subsequent to the assessment, time will be provided for the assessment to be scored and analyzed. Members of the instructional leadership team will lead teachers in an in depth analysis of the assessment items and identify gaps in instruction and in student achievement. Re-teaching or intervention services directly following the assessment will ensure that all students achieve the learning objectives.

The assessment analysis will also be used to guide grade level team meeting discussions and the professional development work of the coaches and instructional leadership team In addition, ongoing professional development will be provided to help teacher use the results of the assessment to inform instruction and planning for differentiation.

v. Academic Intervention Services (AIS) will be provided to assist students who are at risk of not achieving the CCLS in English/language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic Intervention Services will be made available to English Language Learners and students with disabilities. In the case of AIS being provided to students with disabilities, services will be provided on the same basis as those provided to non-disabled students, as long as those services are consistent with the student's individualized education program.

The District has purchased RtIM services to store and retrieve student information regarding interventions to support the RtI model. A review of Tier I, II and III supports has to be conducted in order to ensure that students are

adequately being serviced. Advisories will be created to review student data and meet with students.

Additional supports and professional development will be provided to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content. IST Cohort Teams will be trained regarding disproportionality.

School Based and District Coaches (i.e. Literacy, Math and ESL Coaches) will provide professional support and strategies to teachers and administrators on how to differentiate instruction to ensure students acquire necessary skills.

HVR BERN will provide assistance and support with the AMAO plan and professional development to continue the work on developing the skills of all teachers to meet the needs of ELLs in the classroom setting.

vi. The leadership team and the instructional staff will partake in some professional reading of Leverage Leadership: A Practical Guide to Building Exceptional Schools by Paul Bambrick-Santoyo placing a focus on Chapter 5 which promotes building a school wide culture. The District, along with their partners Pearson and SchoolWorks, has begun the conversation of red-directing disciplinary matters by increasing the level of student learning and engagement. We have gathered evidence that instructional staff that promotes student engagement in meaningful learning have minimal or no disciplinary problems in their classrooms. However, there are students with exceptional issues related to behavior management and those students are referred to the Instructional Support Team to provide them with the necessary supports to be successful.

The PBIS team will develop incentive based celebrations to promote perfect staff attendance, competition between cohorts, student attendance and performance on examinations, etc. The PBIS Team will develop a system of incentives for positive student outcomes under the RtI Behavioral Tier Intervention Model for individual students. The PBIS Team will be required to move on to the next phase of activities and strategies that are specifically designed to provide incentives for students. The first incentive will be set for the beginning of the school year. The PBIS Team will develop incentive based celebrations for students and parents.

vii. Title I funds a part-time District Family Liaison. With our growing population of ELLs, we are fortunate that the family liaison, who is bilingual, will continue to provide workshops and information that will help to bridge the gap between home and school and to assist parents to analyze school data from the NYS Report Card and understand the changes with the CCLS. These workshops will be provided in collaboration with the building principal and

PTA, and will provide information related to supporting their children in being successful in school. The building level PTA will conduct a needs assessment at the beginning of the school year to determine what specific workshops and information are of most importance to their parents. The information gathered from the needs assessment will be used to schedule parent workshops throughout the 2013-2014 school year. Parent surveys will be distributed once a year to obtain viable information from parents regarding their child's school. Data from the surveys will be analyzed and discussed by the Building Leadership Team to determine steps for improvement.

POUGHKEEPSIE CITY SCHOOL DISTRICT
LEA 1003(g) School Improvement Grant Application

PROPOSAL NARRATIVE – *Transformation Model*

II. School-level Plan

I. Training, Support, and Professional Development

i. The school leadership has played an active integral role in the development of this plan. The Office of Curriculum and Instruction facilitated a meeting with the building level leaders to outline the plan. The first item on the agenda was how the application differed significantly from the SIG application that was completed for the PHS. The team then began to have a series of meetings and activities to discuss and align the plan to the DCIP and SCEP. It was important for the team to understand that the PMS, although has had to submit other plans to the SED, would have one cohesive plan that outlines all of the work incorporated in the DCIP and SCEP, School Quality Review Reports, and the Report Conducted by SchoolWorks. The team in collaboration with the Office of Curriculum and Instruction met on Saturdays to continue the development of this plan. The process at the building level, included activities and dialogue during professional learning community time, as well as utilizing the two meetings a month that instructional staff is required to attend. This is where the team was able to solicit information and include the instructional staff as an integral part of this process. In addition, the principal continued meetings with the building council committee. In that forum, parents and community members were involved in the development of this plan.

ii. See addendum – Training, Support and Professional Development Chart.

iii. See addendum – Training, Support and Professional Development Chart.

iv. The PCSD, in collaboration with the teachers collective bargaining unit, is utilizing the NYSUT Teacher Practice Rubric. The rubric is completely aligned to the 7 New York State Teaching Standards. The evidence-based observations will provide the building level leadership team the ability to disseminate information related to school wide trends, small group trends and/or individual trends relevant to ineffective instructional practices. Based on this data, modifications will be made to the plan in order to address the issues that have a negative impact on student achievement. In addition, student interim assessment data, along with the SED approved local assessment, NWEA MAP, will be utilized to determine growth in student learning. If the evidence is clear, based on announced and unannounced observation, that assessments are not being utilized to drive instruction and it still remains to be utilized in a traditional fashion (i.e. at the end of a unit), then modifications will be made to address assessments as part of the instructional process. The utilization of interim assessments have been utilized at the PHS to inform instruction. For example, our ELA Regents scores have improved and increased. Providing the PMS workshops with the PHS for

vertical articulation and understanding of the utilization of assessments will be one measure to utilize to make the necessary modifications in the professional development.

PROPOSAL NARRATIVE – *Transformation Model*

II. School-level Plan

J. Communication and Stakeholder Involvement/Engagement

i. The Board of Education has established a culture of transparency with the District's initiatives, as well as each of the schools. The internet is one channel of communication our District embraces. Our DCIP and SCEPs are all published in the PCSD's website. Therefore, the submission of this plan will also be published on the District's website. The Office of Curriculum and Instruction also requires that all building leaders submit their monthly or bi-weekly parent newsletters. Information related to the SIG will be included into the school's newsletter. In addition, the building level leader and the PTA President are working collaboratively to provide a parent night where parents and the community will be informed with a Q&A session regarding the SCEP and SIG. In the Budget Narrative of this grant application, you will also see that workshops and activities will be specifically designed to address Tenet 6.2 – 6.5 in the SCEP. In addition, the District's goals, known as the Evidence of Success, addresses the issue of developing parent forums for our Spanish speaking parents (See Addendum: Evidence of Success).

PROPOSAL NARRATIVE – *Transformation Model*

II. School-level Plan

K. Project Plan and Timeline

i. The District has already started to implement some of the required and permissible activities under the Transformation Model. As of this school year, the former principal was removed and new principal was appointed to the position of principal at the PMS. The PMS administrators have developed a schedule to ensure for a rigorous evaluation system for teachers and the District has consistently been working with the principal under the components listed in the Reeves Leadership Performance Matrix tool. The PMS consistently provides embedded professional development related to the CCLS and changing teaching practice in the classroom during Professional Learning Community Time. Furthermore, all staff will begin to develop a strong foundation knowledge of the CCLS in order to build on student learning and make connections between different content areas. The staff will begin to develop the depth and breadth of the CCLS in order to better understand student the NYS Grades 6-8 Math and ELA Modules and be able to effectively implement the course of study outlined in the modules. Science, Social Studies and Technical Subjects will align their PCSD approved curriculums to meet the demands of the CCLS. Teachers will also be able to effectively address the needs of LEP/ELLs in the mainstream classroom, as well as developing differentiated techniques and approaches for ELLs and SWDs. Teachers will begin to understand rigor and address struggling students who need to develop their reading skills in order to perform successfully by learning how to utilize 21st Century Blooms and scaffold what needs to be learned. Coaches will be trained as turn key facilitators in Content Enhancement. All teachers will be able to provide tier 1 and tier 2 interventions by using researched based strategies.

However, there are other required activities that need to be solidly implemented, as well as the need to refine some of the aforementioned during the implementation period. In addition, during this period, the PMS will need to work on their permissible activities and prioritize them based on need and ensure alignment and connection with the SCEP and the potential SIG award.

Therefore, the goals and key strategies for the pre-implementation period is to begin to lay the foundation for school improvement by incorporating structures and processes for sustaining, monitoring, and adjusting implementation to ensure school-level capacity building and increase teacher performance in the classroom. The overall goal in this area is to build school level capacity in an organic and sustainable way.

During the pre-implementation period, key strategies will include the incorporation of a Launch Institute. A full day planning meeting will take place with the principal, assistant principals, instructional coaches, Building Leadership Team, district personnel and Pearson Field Specialists. The purpose of the meeting is to develop a detailed implementation plan, set a schedule of cooperative activities and project milestones, and establish shared accountability. The Launch Institute will initiate the school's process of improvement by providing opportunities for professional development for the entire school faculty. Dates for the Launch Institute will be established in consultation with the school and district, but will be completed before school opens for the 2013-2014 school year. The Launch Institute will incorporate six linked professional development activities: Leadership Team Institute (One Day); Work Group Facilitators Training (Half Day); Overview and Visioning Institute (Half Day, Entire Staff); School-wide Instructional Focus Institute (Two Days, Entire Staff); English Institute (One Day) and Mathematics Institute (One Day).

There are two teams that will be very important for the PMS team to implement during this pre-implementation team. The first team is to develop a Transformation Team. This team will be based on a shared leadership team philosophy where all members in the team will represent different constituencies as seen in the six tenets of the SCEP. This team will be the voice and reach consensus to the options that are being set during this period of writing the SIG in order to make decisions during the pre-implementation in order to ensure a productive school opening in September 2013. The second team is to develop a Design Team. The Design Team speaks to the level of Operational Autonomy the PMS will have based on designing their Use of Time During and After School. This team will look at the options submitted in this grant as options to redesigning the PMS. This will encompass conversations that go beyond the scope of use of time during and after school. It will be a driving force to develop a culture where instruction will be positively impacted, locations to develop House and/or Cohort Structures, developing and implementing time for horizontal and vertical communication amongst pedagogical staff. The Design Team will interface with the Transformation Team. They will provide them with presentations, rationale for change, and options to consider for the use of the school day. The Transformation Team will then be able to make decisions and implement strategies during the implementation period in order to be ready for September 2013.

The PMS will also work on revamping a program during the summer for those students that are significantly below level. The program will be based on a interdisciplinary approach to develop more time on task and address the concept of informational text while building vocabulary as indicated in the CCLS and videos on Engageny.org. In addition, these classrooms will also have a co-teaching approach with teachers holding certification in different

areas (i.e. one ELA Teacher and one Social Studies Teacher) in order to provide more individualized attention to students and assist them with acceleration to be better prepared for the opening of school in September 2013. This program will be funded by the District's general fund, as well as utilizing funds from the SIG during the implementation period.

Please refer to the Organizational Chart on I. Training, Support and Professional Development, Item II for further activities that will take place during the implementation period.

ii. The Leadership Team Institute anchors the Launch Institute by providing a full-day institute for the Leadership Team designed to launch its work in steering the pre-implementation process of the SIG. The Leadership Team includes the principal, assistant principals, instructional coaches, and designated district staff. The institute's content will include: Leadership Supports (facilitated by Pearson and District staff); Supporting CCLS implementation (facilitated by Pearson); The role of leadership in the School-wide instructional focus (facilitated by Pearson and District Staff); Establishing a Data Driven Culture; Planning for the High Achievement and Engagement; and Implementation expectations, including progress monitoring processes and systems.

The Workgroup Facilitators Training Session provides an introductory training for the individuals who are designated as the facilitator of a Workgroup (building leadership, professional development coaches, Department Chairs). This half-day training session will help Workgroup Facilitators become familiar with the function of the Workgroups, with the role of the Workgroup Facilitator, and to practice using shared protocols for supporting the success of the Workgroups.

The PMS will hire Turn Around Officers as Consultants to reflect the work that has been provided by the Joint Intervention Team (JIT) at the PHS and now through the DTSDE. This team will be comprised of two experts who will visit the school quarterly, reviewing the activities and goals of the SIG/Transformation Model. The two-day visit will include classroom visits, meeting with the building principal and the leadership team, observations during PLC time, student interviews, as well as reviewing reporting on the fiscal portion of this grant. An exit meeting and subsequent written reports will be held with the PMS Transformation Team.

Please refer to the Organizational Chart on I. Training, Support and Professional Development, Item II for further activities that will take place during the implementation period.

iii. For each year of implementation, the instructional focus will target defined areas that foster the development of Academic Language and College and

Career Readiness Competencies. These are combined with complementary areas of focus that specifically support access to learning for ELLs and students with disabilities, as well as enhance the foundational instructional supports of Learning Routines and Rituals and Effective Instructional Practices. Over the course of a three-year implementation, the school's work will build cumulatively to create a robust, school-wide instructional culture focused on college and career readiness.

The focus for Year One implementation is "Talking to Learn." This includes strategies for developing students' capacity to reason and justify using the language of the content areas they study, to collaborate effectively on learning tasks, and to work productively without needing constant direction from the teacher. This focus includes scaffolds for ELLs' vocabulary and oral language development and scaffolds that apply Universal Design for Learning principles to support access for all students to using language to learn.

All teachers will participate in professional development focused on instruction. This professional development will bring to life a number of goals for school-wide implementation. The professional development will emphasize the importance for students of achieving a common approach but also invites teachers in each content area to shape an approach that is consistent with learning in that content area.

During the professional development activities, teachers work in their department groups to promote "job-alike" thinking and deliberation. These groups, known as "Workgroups", continue throughout the year, meeting on a regular basis to continue the work initiated through the professional development. The Workgroups provide a setting for teachers to plan and discuss ways of incorporating effective instructional strategies into their lessons. In addition, teachers will have opportunities through this job-embedded professional development to share student work, reflect on their experience, and plan new lessons. Over the course of the first year, the Workgroups will enable teachers to collaborate on developing and refining applications of effective instructional strategies that fit comfortably with their content area and contribute to a school-wide approach to building college and career readiness.

The Overview and Visioning session brings the entire school faculty into the Launch Institute, setting the stage for the school's work and serving as a prelude to the two-day session for all faculty that follows. Conducted over a half day, this session will provide an overview of the improvement model and how the work on implementation unfolds. It will build on this foundation with an exercise that engages the school in creating a shared vision for teaching and learning in their school and the culture of high achievement and engagement that they will work to create.

The School-wide Instructional Focus Institute is a two-day institute for the entire school faculty that will lay the foundation for the school's work on the School-wide Instructional Focus. It will include: the importance of College and Career Readiness for all students; School-wide goals for developing students' ability to use Academic Language and their College and Career Readiness Competencies; and Strategies for helping all students to develop the ability to use Academic Language and for helping them develop College and Career Readiness Competencies across content areas, including strategies that will provide scaffolded support for English language learners and students with disabilities. Throughout this institute, faculty work together by department. In doing so, they establish the practices of the Workgroups that provide the primary setting for continuing implementation throughout the year.

A one-day institute for the English Department will follow the School-wide Instructional Focus Institute. This institute will focus on improving the quality and rigor of instruction in ELA and will lay the foundation for the English Department's work on aligning curriculum and instruction to the CCLS English Language Arts standards and related assessments. This institute will be closely aligned with the content and activities of the School-wide Instructional Focus Institute that will provide a coherent approach for ELA teachers.

A one-day institute for the Math Department will follow the School-wide Instructional Focus Institute. This institute will focus on improving the quality and rigor of instruction in math and will lay the foundation for the Math Department's work on aligning curriculum and instruction to the CCLS Mathematics standards and related assessments. This institute will also be closely aligned with the content and activities of the School-wide Instructional Focus Institute that will provide a coherent approach for math teachers.

- All teachers will be educated on how to implement the CCLS for ELLs and SWDs.
- All teachers will be able to create and administer effective Common Core aligned assessments.
- All teachers will be trained and knowledgeable in effective researched based differentiation strategies.
- All teachers will be trained and knowledgeable in effective researched based scaffolding strategies.
- All teachers will be trained and knowledgeable in creating lessons and activities that incorporate Critical Thinking Skills.
- All teachers will be trained and knowledgeable in effective writing strategies in the content area.
- All teachers will be trained in the Content Enhancement instructional method as a Tier 2 Intervention.

- All teachers will be able to effectively infuse technology in their classroom instruction

iv. Providing the PMS with Operational Autonomy will allow them for greater flexibility, autonomy and responsibility for the Transformation Model. This will provide leadership and staff empowerment to the PMS. One prime example is when the staff is able to collaboratively work on redesigning the school during the pre-implementation period and determining and selecting staff to work in their new redesigned teams. The three-day professional development held immediately at the end of this school year, for the entire staff, will create and develop a culture of buy in. All staff will be provided with the same message, the thrust to move the PMS school forward, and the developing strategies and knowledge for the CCLS to be infused in all content areas, and break away from the aspect and stereotype that these standards are just for ELA and Math. All of the aforementioned will continue to be addressed through Professional Development that has been requested by teachers based on their needs and understanding of the Common Core this will provide them with a sense of accomplishment by receiving training in Unpacking of CCLS with ELA, Social Studies, and Science Teachers in weekly Literacy Meetings and Literacy in the Content Area Meetings by Literacy Coach, Unpacking of the Common Core Math Standards with Math teachers in weekly Grade Level Math Meetings, Monthly Reading Strategies discussed in Literacy in the Content Area Meetings by Literacy and Math Coaches, and ESL Teachers and Literacy Coach attending workshop Series on Learner Centered Practices that support CCLS in LEP/ELL Classrooms (RBE-RN).

v. The Turn Around Officers defined in Item II will provide this information. The leading indicators of success will be to build leadership capacity, improve student achievement as indicated in Attachment B School-level Baseline Data and Target-Setting Chart and, prepare students for college and career readiness. The building level leadership team in collaboration with the office of Curriculum and Instruction, The two-day visit will include classroom visits, meeting with the building principal and the leadership team, observations during PLC time, student interviews, as well as reviewing reporting on the fiscal portion of this grant. An exit meeting and subsequent written reports will be held with the PMS Transformation Team. The evidenced based observations and data will collected will be disseminated and articulated to reflect how highly effective to ineffective the PMS is working towards the success of their plan. The PMS will also conduct their own Monthly Learning Walks by the leadership team, data collected by team, analyzed, discussed as team, and shared with entire staff at faculty meetings.

vi. Just as the CCLS provides a clear understanding what students are expected to learn from P – 12, as well as changing instruction to reflect the depth and breadth of the learning experience, the SIG plan will also reflect key strategies

for year two and year three implementation that are based on foundation started in the pre-implementation and year 1 period. The Principal and staff will have to move beyond ratings in their evaluation tools, DTSDE visits, and local school visits from Ineffective or Developing to Effective and Highly Effective. Therefore the strategies implemented in years 2 and 3 will also aligned themselves to the tenets established by the SED. Based on the Transformation Model's required and permissible activities, there will be greater depth and breadth in the following areas:

- Rigorous evaluation and strategies to improve teacher instruction
- Continued to be aligned and interface productively with all other federal grants and District-wide initiatives as indicated in the Evidence of Success
- Increase the efficacy and productivity as indicated in Tenets 2 – 6
- Continue embedded professional development that reflects changing instruction in the classroom through Curriculum, Instruction and Assessments
- Provide adequate activities and follow through on Tenet 5 "Student Social Emotional Developmental Health" in order to decrease the level of disproportionality
- Develop efficacy in teacher dissemination of understanding the assessments and its purpose while disaggregating this data to reflect and impact teaching trends, teacher strengths and weaknesses, as well as focusing and providing rigorous instruction to be reflected in whole group, small group and individualized settings for low and high achievers and SWDs and ELLs.

ADDENDUM

I – District-level

B. Operational Autonomies

* PMS School Chart
* CCLS Worksheet
* Ranking Survey for Professional Development
* Signed DCIP 2012-13
* Policy for Amendment of Policies
* Labor-Management Agreements

School Chart

Complete this chart for **each school** to be funded. Duplicate this form as needed.

Name of School: Poughkeepsie Middle School

Accountability Phase: ☒ Improvement ☐ Corrective Action ☐ Restructuring

Accountability Category: ☒ Basic ☐ Focused ☐ Comprehensive

Year in accountability phase: ☒ year 1 ☐ year 2 ☐ Advanced

2011-12 DA Intervention: ☒ SQR ☐ ESCA ☐ JIT ☐ None Required in 2011-12

List all accountability measures (ELA, Mathematics, Science, and/or Graduation Rate) identified for improvement. Include the grade level (Grades 3-8 and/or High School) and specific subgroups (All Students, Asian, Black, Hispanic, Native American, White, Multi-racial, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities) that did not make AYP.

1. **ELA Grades 6-8 ALL**
2. _____
3. _____
4. _____
5. _____
6. _____

Describe each activity. Indicate the activity type as: (1) conducting an intervention, (2) hiring an OEE or DE, (3) implementing a major recommendation, or (4) assisting identified schools to implement CCSS, DDI or APPR. Include the cost and dates for each activity.

A school conducting an ESCA must include the name of the vendor. If the activity is to implement a major recommendation contained in a SQR, ESCA, or JIT report for the 2010-11 school year, indicate the specific recommendation and the page in the report where it can found. If funding is to be used for professional development, you must describe the research based professional development activities that will be offered to strengthen teachers' content knowledge and pedagogical skills and the specific form of measurement that will be used to determine positive impact on these areas.

Activity Description	Type	Cost	Dates of Activity
America's Choice Consultants to focus on re-implementation of the District's Aligned Balanced Curriculum, as indicated on page 5 under recommendations. Administrators in collaboration with District Leaders, teachers and other support staff must clearly communicate and implement the goals, strategies, and expected outcomes for students in relations to academic rigor and increasing student achievement. Professional development needs to be ongoing and embedded, through research-based strategies for students who have not mastered reading, writing and/or math foundational skills. These consultants will help to increase the leadership abilities needed for school building administrators to implement the RTTT initiatives related to the new evaluation system specifically pertaining to monitoring and evaluating effective and highly effective teacher practices. This professional development will focus on leadership and instructional practice aligned to the Common Core Standards.	4	$12,500 (additional financial support will be provided by the District)	May 2012 – August 2012 (ongoing with a formal scheduled plan)

• **Professional Development for Content Enhancement** will address the findings on page 4, specifically referencing academic rigor, aligned to the Common Core Learning Standards, needs of students and cognitive learning strategies and on page 5 of the SQR under recommendations.	3	$4,000	Consultant- Dee Berhlinghoff June 2012
• **Addressing the shift in the Common Core Standards** The Poughkeepsie Middle School has written and revised their 2011-12 Aligned Balanced Curriculum for ELA and Math to address the interface of the 2005 Standards and pre-implementation of the Common Core Standards. For the 2012-13 school year the Poughkeepsie Middle School will revise their curriculum to reflect the full shift alignment to the Common Core Standards. This will also include creating formative and summative assessments that will be used to monitor student progress based on the Local and State Assessments 20% portions addressing student growth. (Summer daily rate for teacher inclusive of a facilitator to write curriculum and develop assessments at 5 days X 3 teachers per grade level at the contractual teacher daily rate of approximately $403)	4	$18,135 (additional financial support will be provided by the District)	(Summer 2012)
• **Purchase informational for students text aligned to the Common Core Learning Standards.** 25 copies of the book, The Living School, by Jerry A. Rice Ed. D., was highly recommended in the webinars that are posted in **www.engageny.org** relating to SLOs and improving schools. This will increase and promote Professional Learning Communities for Turnkey Training and Professional Development.	4	$535.00	This will be utilized ongoing PD, first by the leadership inclusive of School Administrators, District Leaders, Coaches and Facilitators
Total amount for this school:		**$35,170**	

List of Identified Title I Schools

INSTRUCTIONS:

1. List all Title I schools in the LEA identified for Improvement, Corrective Action or Restructuring. DO NOT include PLA schools being funded under Section 1003(g).

2. The Base Allocation of $25,000 has been entered for each school.

3. Calculate the Per Pupil Allocation for each school using the 2010-11 Total Enrollment (Total School Enrollme X $10 per pupil). The 2010-11 Total Enrollment list is available : *http://www.p12.nysed.gov/funding/currentapps.html*

4. Add the Base Allocation and Per Pupil Allocation. Enter the Total Allocation for each school.

5. Use the last column to show any adjusted Total Allocation and the reason for the adjustment. Show the actu amount that the LEA will allocate to each school after adjustment.

Name of School	Base Allocation	Per Pupil Allocation	Total Allocation	Adjusted allocation & Reason (if applicable)
Clinton Elementary School	$25,000	$4,000.	$29,000.	
Poughkeepsie Middle School	$25,000	$10,170.	$35,170.	
	$25,000			
	$25,000			
	$25,000			
	$25,000			
	$25,000			
	$25,000			
	$25,000			
	$25,000			
	$25,000			
	$25,000			
	$25,000			
	$25,000			
	$25,000			
	$25,000			
	$25,000			
	$25,000			
Total LEA Allocation	$64,170.00			

Poughkeepsie City School District
Half-Day Professional Development – Jan. 11, 2013
Q&A – Getting to Know the Common Core – Grade 4 Teachers

What are the Common Core Learning Standards? **(Level I Knowledge)**

How would you compare the Common Core Learning Standards to the 2005 Standards? **(Level II Comprehension)**

Can you identify which tasks (activities, lesson plans, significant tasks, etc.) that are already aligned and/or reflective of the Common Core Learning Standards? **(Level III Application)**

Can you identify the different parts that you have access to on EngageNY.org that are available to you related to the Common Core Learning Standards? **(Level IV Analysis)**

How would you adapt your existing instructional materials, resources (i.e. web-based programs, personnel, internet), curriculum and lesson plans and develop/create a module aligned to the Common Core Learning Standards. **(Level V Synthesis)**

What criteria would you use to determine that you have developed a module that is aligned to the Common Core Learning Standards? **(Level VI Evaluation)**

PRIORITIZATION SURVEY FOR PROFESSIONAL DEVELOPMENT

Please rank by number (1 being the highest need for PD)

#	N/A	Common Core Learning Standards 101 (What are the CCLS)?
		Developing modules with materials and resources already purchased
		Integrating Assessments as a three day structure for improving student achievement
		Core competencies to function successfully in the classroom
		ELA CCLS
		Math CCLS
		Infusing the CCLS into special subject areas
		Rigor in the classroom
		Differentiation of Instruction
		Student behavior management and discipline
		Developing your portfolio for the APPR
		APPR training on the NYSUT Teacher Practice Rubric (pre-observation, observation, post-observation
		School Comprehensive Education Plan (SCEP)
		Data Driven Instruction
		Interpreting and Disaggregating State Assessment Results
		Preparing for and IST meeting
		Strategies for the low achiever
		Strategies for the high achiever
		Strategies for English Language Learners
		Strategies for Students with Disabilities
		Developing a new vision and mission for the school to live by
		OTHER:
		OTHER:
		OTHER:

District Comprehensive Improvement Plan (DCIP) Requirements

Consistent with the USDE approved ESEA Flexibility Waiver, all Focus Districts are required to develop a District Comprehensive Improvement Plan (DCIP) that details how the district plans to improve instruction and address the identified needs of Focus and Priority Schools. SY 2012-13 will be a transitional year for the Consolidated Application and District Comprehensive Improvement Plan (DCIP) based on the following requirements.

For SY 2012-13 the DCIP must:

- be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), Joint Intervention Team (JIT) , and/or Persistently Lowest Achieving (PLA) School reports. For districts with IDEA Determinations, the DCIP must incorporate the goals and activities of the Quality Improvement Process (QIP), if any, related to improvement activities for the subgroup of students with disabilities. For Districts identified for English Language Learners (ELLs), the DCIP must incorporate the goals and activities from any current Title III Annual Measurable Achievement Objectives Improvement Plan (AMAO-IP) or Annual Measurable Achievement Objectives Corrective Action Plan (AMAO-CAP). Districts that completed an Audit of Written, Taught and Tested Curriculum should also include applicable recommendations and activities from those plans.

- identify the supports and interventions that will be provided to schools from the **List of Allowable Activities for Improvement** approved by NYSED (pages 5-6). The list aligns to the six tenets and the statements of practice.

- explicitly delineate the district's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The DCIP must focus on the accountability subgroup(s) and measures for which the district and its schools have been identified.

- address how the district will use its full range of resources (which may include Title I, Title II, and/or Title III, 1003a and/or 1003g School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- address the six tenets identified in the Diagnostic Tool for School and District Effectiveness that will be implemented and required in SY 2012-13.

- be developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the DCIP before it is approved. The plan must be approved by the school board and be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

In lieu of a District Comprehensive Improvement Plan, each charter school identified as a Focus School or Priority School shall take such actions as are required by its charter authorizer pursuant to Article 56 of the Education Law, consistent with the charter agreement that each charter school has with its charter authorizer and as determined by the charter school's board of trustees in consultation with the charter school's authorizer. For information specifically regarding charter schools, please see pages 112 - 113 of the ESEA waiver:
http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The DCIP and SCEP templates follow on pages 9-43.

DEFINITIONS

ESEA Flexibility Waiver: Flexibility granted to New York State of certain provisions of the Elementary and Secondary Education Act of 1965 (ESEA). For more information regarding specific provisions waived please visit: http://www.p12.nysed.gov/esea-waiver/

Six Tenets: focused ideas for school and district effectiveness identified as follows:

1. **District Leadership and Capacity**
2. **School Leadership Practices and Decisions**
3. **Curriculum Development and Support**
4. **Teacher Practices and Decisions**
5. **Student Social and Emotional Developmental Health**
6. **Family and Community Engagement**

Diagnostic Tool for School and District Effectiveness: tool used to determine how close or far away a school or district is from effective implementation of the 6 tenets in school and district effectiveness. Not yet available to schools or districts, will be forthcoming.

Statements of Practice: provide guidance on a broad set of optimal conditions that are designed to yield the best student achievement and school wide outcomes. Statements of practice are identified on the DCIP template on the top of each chart after the Tenet number.

DISTRICT COMPREHENSIVE IMPROVEMENT PLAN DIRECTIONS:

Based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/ School Curriculum Readiness Audit (SCRA), Joint Intervention Team (JIT), and/or Persistently Lowest Achieving (PLA) School reports, develop an action plan using the template provided on the following pages. Incorporate the goals and activities of the Quality Improvement Process (QIP), if any, related to improvement activities for the subgroup of students with disabilities. Districts that are identified for the English Language Learners (ELL) subgroup and have a Title III Annual Measurable Achievement Objectives Improvement Plan (AMAO-IP) or Annual Measurable Achievement Objectives Corrective Action Plan (AMAO-CAP) should include those goals and activities in the DCIP. Districts that completed an Audit of Written, Taught and Tested Curriculum should also include applicable recommendations and activities from those plans. The DCIP and SCEPs will be made widely available through public means, such as posting on the Internet, by the district.

Prior to completing the DCIP, the District should conduct a needs assessment by evaluating the recommendations from all of the most recent school level reports. Recommendations should be organized according to the Six Tenets listed on page 2 and the charts that follow. Recommendations that are repeated frequently across multiple reports should be prioritized activities by the District. Support and funding should be appropriately matched to the prioritized activities.

IMPORTANT NOTE: The DCIP and School Comprehensive Educational Plans (SCEP) overlap for all statements of practice (SOP) of the Six Tenets. The DCIP requires full details for the district level SOPs (1.1-1.5, 2.1, 3.1, 4.1, 5.1 & 6.1) and limited information for the remaining school level SOPs. The SCEP requires limited information for the district level SOPs and full details for the school level SOPs (2.2-2.5, 3.2-3.5, 4.2-4.5, 5.2-5.5, and 6.2-6.5). Where information is not required because it is included in the other plans, the DCIP and SCEP are pre-populated with "See DCIP/SCEP (leave blank)".

The DCIP includes all costs from the SCEPs to show how the district has met the accountability set-aside requirements. The DCIP amounts must match the budget amounts for each indicated fund source. The major components of the DCIP and SCEP(s) should be in alignment. Each SCEP includes the school level costs for each activity, and shows the district support for each school.

- **A.** Provide a summarized list of the major recommendations that directly relate to each corresponding Tenet if applicable. For example, Tenet 1.1 should contain major recommendations that directly relate to recruiting, evaluating, and retaining high quality personnel in your district. A chart aligning the current intervention reports with the Six Tenets is found on pages 7-8.
- **B.** Provide a list of goals directly aligned to achievement of the major recommendations.
- **C.** Indicate the measurable targets related to the stated goals and activities. Identified targets should be written to measure progress and impact.
- **D.** List specific activities that will be implemented to achieve each goal. If more than one activity is listed please number the activities so they can be cross-referenced in the SCEPs.
- **E.** List the projected timeline for completion of each activity.
- **F.** Identify the key personnel responsible for completing each goal, activity, and target.
- **G.** Identify all fund sources and corresponding amounts that will be used for completion of each activity. For school level activities, total the school amounts in all SCEPs by SOP number and fund source so they can be reported as line items in the DCIP.
- **H.** Indicate the total district costs associated with each activity. This amount includes the costs allocated to each school and serves to document how the district will meet improvement set-aside requirements.

Note: For tenets 2.2-2.5, 3.2-3.5, 4.2-4.5, 5.2-5.5, 6.2-6.5 only items G and H referenced above are required for the DCIP. Items A-F (shaded) may be left blank.

Statement Of Practice	List of Allowable Activities for Improvement Set-Aside Requirement
	Section A: Federal and State Required Activities
Tenet 1	Public School Choice (Up to 20% of the LEA set-aside).*
Tenets 1 & 2	Supplemental Educational Services (Up to 30% of the LEA set-aside).*
*These are recommended limits. LEAs may exceed these amounts, but must demonstrate that sufficient resources will be provided to support implementation of required improvement plans.	
All Tenets	Costs associated with deploying on-site visit teams that will use the Diagnostic Tool for School and District Effectiveness to identify a school's or district's current position relative to desired educational practices (Title I Section 1003(a) ONLY, Not allowable for Charter Schools).
All Tenets	Reasonable and necessary expenses associated with appointment of a Distinguished Educator to assist the district and schools in implementing systemic, whole-school reform and effective turnaround strategies (Title I Section 1003(a) ONLY, Not allowable for Charter Schools).
	Section B: Standards and Assessment
1.2, 1.4, 2.1, 3.1, 3.2, 4.1, 3.5, 4.5	Costs (e.g., substitutes, stipends) associated with participation in New York State-sponsored professional development activities to implement the CCSS, curriculum-embedded formative assessments based on enhanced New York State Standards (including the CCSS), including professional development in using information systems that track assessment outcomes (Title II A ONLY).
Tenet 5, 6.1, 6.3, 6.4	Costs (e.g., substitutes, stipends) associated with participation in New York State-sponsored professional development activities to implement Positive Behavioral Interventions and Supports (PBIS) (Title II A ONLY).
1.2, 1.4, 2.1, 2.4, 3.5, 4.1, 4.5, Tenet 5	Costs (e.g., substitutes, stipends) associated with participation in New York State-sponsored professional development activities to implement Response to Intervention (RtI) that are aligned with academic intervention services.
1.5, 3.5, 4.5	Development of local formative and summative assessments across all grade levels and subject areas, consistent with New York State Standards, the provisions of Education Law § 3012-c, related to academic intervention services and applicable Commissioner's regulations (Title II A funds NOT ALLOWED).
1.4, 2.1	Professional development for teachers (and their principals/ instructional supervisors) who will implement CTE courses in which increased percentages of historically underserved students will enroll. (Title I funds NOT ALLOWED).
1.2, 2.4	Equipment and other curricular materials for CTE courses used by teachers in which increased percentages of historically underserved students will enroll (Title I funds NOT ALLOWED).
1.4, 2.1	Training and professional development for teachers (and their principals/instructional supervisors) who will implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge (Advanced International Certificate of Education [AICE] or International General Certificate of Secondary Education [IGCSE]) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternate assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll (Title II A ONLY).
1.4, 2.1	Virtual/Blended AP, IB, and/or Cambridge (AICE or IGCSE) courses and related training and professional development for teachers (and their principals/instructional supervisors) in the subjects for which, as of September 30, 2010, NYSED has approved an alternative assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll. (Title II A ONLY)
1.5, 3.5	Training in the use of data systems, aligned course sequences and early college and career school models, between post-secondary institutions and P-12 systems (Title II A ONLY).

2.4, 3.4	Costs associated with professional development and planning for teachers (and their principals/ instructional supervisors) and state approved partner organizations who will implement Expanded Learning Time (ELT) opportunities that may include art, music, remediation and enrichment programs.
2.4, 5.1	Costs associated with implementing ELT programs that improve student academic, social, and emotional outcomes, in which increased percentages of historically undeserved students will enroll.
2.4, 3.3	Costs related to providing academic intervention services as well as costs associated with creating professional development for all teachers working with English Language Learners, on research-proven strategies for those students; costs associated with hiring additional staff to develop or expand programs for English Language Learners or targeted programs for high-needs English Language Learners such as Long-term ELLs, SIFE, or ELLs with disabilities; costs associated with integrating bilingual instruction into ELL programs; costs associated with materials that promote English and native language development (Title I and Title III only).
1.2, 2.4	Costs associated with operating a preschool program for eligible children consistent with Title I requirements (see USDE's April 16, 2012 non-regulatory guidance regarding the use of Title I, Part A funds to serve preschool children).
	Section C: Data Systems
1.2, 1.5, 2.4	Costs associated with implementing school-based Inquiry Teams as defined in the state's RTTT application.
	Section D: Great Teachers and Leaders
1.1, 2.5	Costs associated with training/certifying teacher evaluators, instructional coaches, teacher leaders etc in conducting evidence based observations using the District's teacher practice rubric, training in coaching and feedback on instructional practice, and developing/assessing student learning objectives as part of teacher evaluation system.
1.2, 2.5	Costs of training for and/or hiring of internal/external trained evaluators to conduct teacher observations and complete the processes for HEDI documentation and recommendations for teacher professional growth as indicated (Title II A only).
1.2, 2.4	Provision of supplemental compensation, consistent with local collective bargaining agreements, through a career ladder program, to highly effective teachers providing academic intervention services in hard-to-staff subjects or specialty areas in high-needs schools who mentor, coach, or provide professional development to student teachers, new teachers, or teachers rated as ineffective, developing, or effective in high-needs schools.
1.2, 2.4	Provision of supplemental compensation, consistent with local collective bargaining agreements, for teachers providing academic intervention services through a career ladder program, to effective or highly effective teachers in hard-to-staff subjects or specialty areas who transfer from low- or moderate-needs schools to high-needs schools.
	Section E: Turning Around Lowest-Performing Schools
All tenets	Implementation of one of the four school intervention models (turnaround model, restart model, school closure, or transformation model) and the Secretary's turnaround principles, consistent with the requirements of the New York State SIG application and the State's theory of action of intervening and supporting low-performing districts and schools (Title I Sections 1003(a) and (g), Title II A, Not allowable for Charter Schools).
All tenets	Supporting LEA and State-approved partner organization arrangements (EPO, CMO, charter school operator) planning activities for implementation of one of the four school intervention models or a whole-school change model aligned with the Secretary's turnaround principles in the year following school re-design (Title I Sections 1003(a) and (g), Title II A, Not allowable for Charter Schools).

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The chart below provides a basic crosswalk between previous diagnostic report structures/indicator categories and the new Diagnostic Tool for School and District Effectiveness that will be implemented in 2012-13. The purpose of this chart is to guide LEAs as they create District Comprehensive Improvement Plans and Comprehensive Education Plans for SY 2012-13 so that new report information can be easily aligned with their DCIP and SCEP. **This is intended to facilitate future revisions and is only a guide, not a required format.** LEAs should align their information with the Six Tenets based on the details of the findings and recommendations in their actual reports rather than follow the suggestions in this chart exactly.

The Six Tenets	SQR	ESCA/SCRA	JIT
1. District Leadership & Capacity			VII. District Support
1.1 Recruiting, hiring, & retaining human capital			
1.2 Fiscal, facility, and personnel resources			
1.3 District vision			
1.4 Comprehensive professional development			
1.5 Data-Driven Culture	I. Collection, Analysis & Utilization of Data		
2. School Leadership Practices and Decisions	III. School Leadership		III. School Leadership
2.1 District support of school leader			
2.2 School leader's vision			
2.3 Systems and structures for school development	I. Collection, Analysis & Utilization of Data (1.1) II. Teaching & Learning (2.10)		VI. Professional Development (6.1, 6.3-6.5)
2.4 School leader's use of resources	VI. Facilities and Resources		
2.5 Teacher effectiveness	V. Professional Development (5.1-5.2, 5.5-5.6)		V. Collection, Analysis & Utilization of Data (5.8)
3. Curriculum Development and Support		ESCA: IV Critical Analysis	I. Curriculum
3.1 District support concerning curriculum		SCRA: Criteria, IV. Assessment	
3.2 Enacted curriculum		SCRA: Criteria, II	
3.3 Units & lesson plans		SCRA: Criteria, II	
3.4 Teacher collaboration	II. Teaching & Learning (2.9) V. Professional Development (5.3-5.4		VI. Professional Development (6.2)
3.5 Use of data	I. Collection, Analysis & Utilization of Data (1.3)	SCRA: Criteria, IV. Assessment	V. Collection, Analysis & Utilization of Data (5.1-5.2)

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The Six Tenets	SQR	ESCA/SCRA	JIT
4: Teacher Practices and Decisions	II. Teaching & Learning		II. Teaching & Learning
4.1 District support of teachers			
4.2 Instructional Practices and strategies			
4.3 Comprehensive plans for teaching			
4.4 Classroom environment & culture		SCRA: III Instructional Supports for Student Needs	
4.5 Use of data	I. Collection, Analysis & Utilization of Data (1.2, 1.4)	SCRA: Criteria, IV. Assessment	V. Collection, Analysis & Utilization of Data (5.3-5.6)
5. Student Social and Emotional Developmental Health	IV. Infrastructure for Student Success		IV. Infrastructure for Student Success
5.1 District support of student growth			
5.2 Systems & partnerships			
5.3 Vision for social, emotional developmental health			
5.4 Safety			
5.5 Use of data			V. Collection, Analysis & Utilization of Data (5.3-5.4
6. Family and Community Engagement			
6.1 District support of family & community engagement			VII. District Support (7.4)
6.2 Welcoming environment			IV. Infrastructure for Student Success (4.11)
6.3 Reciprocal communication	III. School Leadership (3.2		IV. Infrastructure for Student Success (4.8)
6.4 Partnerships, Share power & responsibility	II. Teaching & Learning (2.9) IV. Infrastructure for Student Success (4.6-4.7)		IV. Infrastructure for Student Success (4.7)
6.5 Use of data			V. Collection, Analysis & Utilization of Data (5.7)

2012-13
DISTRICT COMPREHENSIVE IMPROVEMENT PLAN (DCIP)

CONTACT NAME	**Mr. Jose Carrion**	**TITLE**	**Assistant Superintendent**
PHONE	**845-451-4980**	**E-MAIL**	**jcarrion@poughkeepsieschools.org**

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.
Approval is required no later than three months following the designation of the school district as a Focus District and shall be subject to the approval of the commissioner, upon request.

THE SIGNATURES BELOW CONFIRM APPROVAL.

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT	**Dr. Laval S. Wilson**	Laval S. Wilson	12/21/12
PRESIDENT, B.O.E./ CHANCELLOR OR CHANCELLOR'S DESIGNEE	**Mr. Ralph S. Coates**	Ralph S. Coates	12/21/12

DISTRICT LEADERSHIP TEAM: Each LEA should have a single District Leadership Team (DLT) and a single district comprehensive improvement plan. Plan development must include all constituencies in the community as required under the Shared Decision Making Plan (CR 100.11). Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included.

MR. JOSE CARRION, ASSISTANT SUPERINTENDENT OF CURRICULUM AND INSTRUCTION
DR. LYNNE PAMPEL, ASSISTANT SUPERINTENDENT FOR PUPIL PERSONNEL SERVICES
DR. HASNA MUHAMMAD, ASSISTANT SUPERINTENDENT FOR HUMAN RESOURCES
DR. MICHELLE CARDWELL, DIRECTOR OF SPECIAL PROJECTS
DR. GEORGE CASTIGLIONE, DIRECTOR OF RESEARCH, TESTING AND EVALUATION
MS. KIRSTEN RUGLIS, OUTSIDE EDUCATIONAL EXPERT
MS. FELICE SARMIENTO, PARENT LIAISON

DCIP Overview

In this section, the district must describe the overall improvement mission or guiding principles at the core of the district comprehensive improvement plan, strategy for executing the mission/guiding principles, the key design elements of the educational improvement plan presented in the DCIP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan as presented over a three year period of time.

The Overview will be made widely available through public means, such as posting on the Internet, by the district. It will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. This Overview should be no more than five pages in length.

A complete statement will include:

- A summary of the primary identified needs of the district and its schools, using information from SED-led visits.
- Mission or guiding principles that are connected to the identified needs of the district and its schools.
- The strategy and overall timeline for accomplishing the mission/guiding principles. Anticipated barriers should be addressed.
- An overview of the district structure that will support the strategic implementation of the mission/guiding principles. Communication with and professional development for school leaders at identified schools should be addressed.
- Highlights of the initiatives described in the DCIP through all funding sources that support further the mission/guiding principles.
- Overarching goals for what the initiatives described in the DCIP will accomplish by the end of the three year period.

The Poughkeepsie City School District has been identified as a Focus District. During the 2010–2011 school year, the Poughkeepsie High School was awarded the School Improvement Grant (SIG). Subsequently, during the 2011–2012 school year, the Poughkeepsie Middle School and Clinton Elementary School were identified as Schools In Need of Improvement (SINI). Both Poughkeepsie Middle School and Clinton School received SED-led visits. The representatives for the State Education Department consisted of a team from our local Dutchess County BOCES. The leader of the review team was Dr. Linda Heitmann and the team consisted of district reviewers and a content area reviewer from the RSE-TASC. During the 2012-13 school year, Krieger, Morse, and Warring Elementary Schools were also identified as Focus Schools. However, the SED-led team has not yet officially visited the aforementioned schools. The Poughkeepsie High School has been identified for its graduation rate. In addition, there were concerns indicated by the SED that the school failed to provide adequate Academic Intervention Supports for students in Regents level courses.

Although the two schools that were officially visited were provided with a School Quality Review, we have gathered evidence that each of our schools in the district all share the same needs and concerns. One of the primary needs identified relative to the Regents Reform Agenda was the need to utilize data to drive instruction, as well as to be able to disaggregate the data to inform all levels of instruction. The need for improved communication stemming at the District level funneling down to the local schools, especially relating to the goals, strategies, and expected outcomes, as articulated by the Board of Education in their Evidence of Success, were not clearly communicated and lacked consistent feedback.

Although, the district as a whole began its implementation for the CCLS during the 2011-2012 school year, there was a lack of continual embedded professional development to sustain the CCLS. Due to the students who were not making AYP, in particular with ELLs and SWDs, there is a need for the school leadership to define explicit, research-based strategies that will support these groups of students who have not mastered reading, writing, or math fundamental skills. As a result, there is a need to provide professional development to teachers and schools leaders in the defined strategies and techniques to apply to daily classroom practice based on the CCLS. Along with the CCLS, the district needs to work on providing and creating rigor in formative and interim assessments. As per the modules in the CCLS, assessments are the driving force to effective instruction. The district findings are based on assessments have not been utilized to drive instruction, but instead to gather an end grade on the completion of a unit. Therefore, the district needs to utilize rigorous interim and formative assessments and utilize the data of student scores to develop and change instruction to meet the needs of all students.
It is clearly evident that the schools need to improve their work related to parental involvement and parental engagement in order to develop strong relationships that bridge the gap between parent and schools. In addition, PBIS requires a more consistent language and universal expectations that are clearly communicated.

The school district recognizes that common prep time and planning is only one facet for Professional Learning Communities. There is a need to develop true Professional Learning Communities that surpasses planning time and represents not only how teachers will teach but how students learn.

Our mission and plan of action is to support building leaders in the aforementioned areas of need. The SED-led visits and the district, has identified, through evidenced based observations, the areas that need to be addressed. It is the goal of the district to ensure that the goals

established in the DCIP meet the needs of the schools as identified in each of the SCEPs. The district intends to work with their partners, SchoolWorks, through the Systemic Support for District and School Turnaround Grant, in order to address the needs identified in the plans. In addition, Ms. Kirsten Ruglis and Ms. Diane Albano, serve as local Turnaround Officers and provide quarterly reports related to the implementation of the SIG. This process has been a tremendous asset to help move the Poughkeepsie High School forward. As we move into this school year, our OEE, Kirsten Ruglis, will also serve as a consultant to the five elementary schools and the middle school by providing cognitive apprenticeship for principals, assistant principals and designated central office administrators in a hands-on model by critically looking at each building individually and identifying their unique needs pertaining to the improvement of student performance.

Of particular note, at the Central Office Senior Team Level, the district has already received their first "Report Out and Prioritization Session," where the needs of the district were identified and already stated in this overview and were discussed in order to determine the approach, process and prioritization the team will take to begin working on the needs of each of the schools.
The barriers the district faced are primarily fiscal. As a small urban school district, our general fund has decreased substantially. As a result of this, we have lost over 100 personnel staff members in the last three years. This has had a tremendous impact in many of our schools. Although we abide by the guidelines and regulations of Title funding, we have to use most of this funding primarily on salaries. In addition, our Hispanic population has grown by approximately 18% in the past ten years. This has increased our numbers of ELL students and, as a result of this, it has been difficult to remain in full compliance with providing the students with ESL instruction.

Based on our reductions of Title I funds, our AIS services have suffered at the elementary levels. Part of our DCIP and SCEPs is to look at innovative ways to provide our students with adequate support services as well as comply with Response to Intervention.
The District has had to make sacrifices to purchase State-approved 3rd Party Assessments to conduct our SLOs and/or our local assessment measures for the new APPR under Education Law 3012c. We have had success in the implementation but, due to the lack of high quality infrastructure, we have encountered certain obstacles and challenges as we conducted these assessments to our students.

Of particular note, we have seen improvements made at the Poughkeepsie High School and a large part of it has been the funding source of the SIG. Our graduation rate has steadily increased. The Poughkeepsie Middle School faces challenges and obstacles that impedes their success. A large part of this barrier can be resolved by being able to extend the school day and provide additional AIS services for our students, as well as additional professional development for staff.

The most important and main topic discussed with our partners, SchoolWorks, was regarding the level of communication. The district has committed, as part of the DCIP, based on SchoolWorks findings to communicate and articulate the goals of the district and making the connections with our schools. Based on their findings, the district is committed to provide consistent feedback and maintain focus on the goals that have been prioritized in the DCIP and SCEPs. There was a concern that the building leaders were being provided with professional development that was not sustainable. Basically, attending workshops in different topic areas and never really going more in depth to the goals established in the Evidence of Success.

The district, in all its funding sources, will devote and prioritize their time through embedded professional development and in-service courses will focus on the implementation of the CCLS. Our intent is to work with teachers and help them to develop the level of sophistication required to teach the modules in the CCLS. The District is aware that teaching from simple concepts to complex concepts can be difficult and challenging for teachers. The District is also aware that the building leaders need to expand their knowledge of the CCLS in order to provide teachers with appropriate feedback based on evidence-based observations. In addition, the CCLS standards does speak volumes related to assessments, where teachers will have to focus their attention to conduct assessments, gathered data, and re-teach, differentiate, and/or provide enrichment to those students who have demonstrated mastery. Under the Regents Reform Agenda, by cohesively addressing the CCLS in alignment with the new APPR and the New York State Teaching Standards, the District will be able to build leadership capacity and increase classroom instruction.

LEA Name__Poughkeepsie City School District_____ LEA BEDS Code___131500010000_____

TENET I: DISTRICT LEADERSHIP AND CAPACITY

ADD ROWS AS NEEDED

1.1 District has a comprehensive approach for recruiting, evaluating, and sustaining high quality personnel that affords schools the ability to ensure success by addressing the needs of their community.		
A. Major Recommendation	**B. Goal**	**C. Target**
Increase teacher and principal effectiveness through evidenced-based evaluations, based on the new APPR, aligned to the district's HEDI.	The District will utilize the collaboratively chosen evaluation tools for principals and teachers to measure the level of effectiveness.	The District will evaluate 100% of the certificated employees who fall under the APPR guidelines utilizing the NYSUT Teacher Practice Rubric and the Reeves Leadership Performance Matrix to provide quality evaluations for teachers and principals.
Per the District's Board of Education, establish a personnel committee that encompasses a Board of Education member to serve as liaison.	The Office of Human Resource will begin to address the recruitment of staff members by including a Board of Education member to participate in the interview process.	Review the applications of 100% of applicants in order to guarantee that members of the local community, as well as graduates from the Poughkeepsie City School District, who return to their community, are provided with an opportunity to be viewed as viable candidates.
Utilize an outside agency (partners through the Systemic Support for Districts and School Turnaround Grant) to assess the sustainability of highly qualified personnel.	SchoolWorks will conduct an assessment of the Human Resources Department, specifically related to this tenet.	The Superintendent and designated Central Office administrators will review the report and develop a measurable tool, as well as adopt the recommendations of SchoolWorks to maintain records of highly qualified certificated employees.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost
The personnel committee will modify the hiring practice process, template to fill out for recommendation of employees and provide training on how to collaborate effectively on prospective employees of the district.	October 2012 – January 2013	• Assistant Superintendent for Human Resources • Director of Human Resources • Board of Education Member • Unit members of distinct organizations (PPSTA, PPSSA, PPSOA)	General Fund	As part of their job responsibilities (PCSD salaries)
The district will provide scheduled and structured professional development for administrators and designated teachers, in the observation two-way mirror classroom located at the Poughkeepsie Middle School. This will provide opportunities to improve upon their repertoire of providing highly effective evidenced-based observations and identify the levels of improvement of targeted personnel, as well as support and sustain the teachers and administrators that have been identified as effective and/or highly effective during the 2012–13 school year.	September 2012 – Ongoing	• All Pedagogical Administrators • Coaches • Peer Assistance Review (PAR) staff	General Fund	PCSD salaries

SchoolWorks will conduct a follow-up and prioritization meeting to discuss the process and findings pertaining to the sustainability of highly qualified teachers.	November 30, 2012	• SchoolWorks • Central Office Administration	Systemic Support for District and School Turnaround Grant	Part of the $90,000 paid to SchoolWorks

1.2 District is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.		
A. Major Recommendation	**B. Goal**	**C. Target**
Certain funds allocated are for specific limited purposes or are subject to restrictions. It is important that through the Systemic Support for District and School Turnaround Grant the district will have SchoolWorks conduct a needs assessment and provide a quality report pertaining to the utilization of general and federal funds for purposes of promoting school improvement and success.	The District will review recommendations and make the necessary revisions, where applicable in year 1, to ensure that the expenditure of funds can be modified and utilized in the most effective and efficient manner.	To immediately implement those recommendations that can be made without disruption to the educational process and scheduling a timeline for those recommendations that cannot be made immediately.
Due to the lack of financial resources, the district needs to find other funding sources (i.e. federal and state grant opportunities) to ensure all schools have adequate personnel to provide the supports necessary to ensure student improvement and success.	The District will actively pursue additional funding sources or reallocate existing funding sources that would lead to appropriate levels of support for all schools, based on their school improvement needs.	To provide appropriate levels of support for all schools based on the needs of each school. To hire an additional reading specialist (academic interventionist) to provide additional support to our largest elementary schools (.5 Krieger & .5 Morse). To hire two additional ESL teachers to provide support for our ELL population (1 Krieger, 1 Clinton).

The district will review and assess the District's Positions Control Report, in order to determine the organization, utilization and distribution of support staff for students, as well as the amount of time that classroom teachers are working collaboratively with support staff.	Ensure that the instructional staff, both classroom teachers and support staff, are providing new services and instruction that is aligned to the Common Core Learning Standards, as well as creating the adequate time to plan accordingly and enhancing a professional learning community that promotes the achievement of students.		100% of instructional staff will participate in a Professional Learning Community either on the school or district level. 100% of instructional staff will have time scheduled to collaborate with teachers who service the same students.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. District Cost**
Monthly Instructional Leadership meetings will be held with Principals, Coaches and Curriculum and Instruction staff to discuss the changing roles of the support staff.	Monthly October 2012-June 2013	Asst Supt For C & I Principals, Coaches C & I Directors	General Fund RTTT	PCSD Salaries (Substitutes not needed for this activity)
Elementary ESL teachers will participate in a PLC twice a month facilitated by the ESL Coach.	Bi-monthly October 2012-June 2013	Elementary ESL Teacher, ESL Coach, Director of Special Projects, Elementary Principals	Title III	PCSD Salaries (Substitutes not needed for this activity)
The District, building principals, and elementary coaches are reviewing current programs, i.e. pull out services, and will develop an uniformed AIS/RtI program and structure that serves the needs of all students. The 2nd semester will reflect changes in all of the schools' master schedule related to support services.	October 2012 – through January 2013.	• Assistant Superintendents for Curriculum and Instruction and Pupil Personnel Services • School Leaders • Coaches • Input from each schools' faculty	General Fund	PCSD Salaries

1.3 District leadership has a comprehensive explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents that is robustly communicated.		
A. Major Recommendation	**B. Goal**	**C. Target**
The District communicates clearly the goals and initiatives outlined in the Evidence of Success.	The District will outline in clearly articulated agendas for all Administrative Council Meetings, and monthly leadership team workshops.	The District will ensure that 100% of the meetings/workshops already scheduled in the District's calendar will not be canceled.
The District, in conjunction with SchoolWorks, will assess the present organizational structure and conduct an analysis on the current educational environment and the district-wide and school-wide culture in order to address multiplicity of work and job responsibilities, the efficacy of inter-related issues and the work required by the New York State Education Department and the timelines established for submission.	Alleviate some of the job responsibilities that are unnecessary for certain staff members to fulfill and readdress their focus to meet the demands that promote school improvement.	The District will address and prioritize the goals in order to meet 100% of the initial goals established in the DCIP.

The District will assess the functions of the Central Office Staff, Superintendent, Assistant Superintendents and other Central Office Pedagogical Administrators in relation to provide direction and support to building principals and assistant principals especially in the four components of the Regents Reform Agenda.	The District will work on developing and maintaining a cooperative relationship and utilize a teamwork approach to assist and support principals in developing a culture of high expectations in their school. This work will first be addressed at the district level. An articulated action plan will be developed and communicated district-wide.		The District will ensure that building principals will receive the feedback necessary, as outlined in their SCEPs and/or SIG plans.	
The District will work on utilizing teacher evaluations, under the new APPR, to gather data that represents school-wide and district-wide areas of weakness, as well as areas of strengths.	Utilize this data to drive and improve upon the instruction in the schools by creating and communicating this information in school-wide workshops, department and/or grade level workshops, as well as with individualized dialogue with staff.		The Office of Human Resources will collaborate with the Offices of Pupil Personnel Services and Curriculum and Instruction, as well as with all the building leadership teams, to collect data and develop a report that will help to drive instruction indicating the instructional systemic strengths and weaknesses that are in existence.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. District Cost**
The District will ensure that all building leaders receive their agendas in a timely fashion and ensure that the elements of the Evidence of Success are always included into the agenda. The intent is to provide building leaders with the opportunity to bring their local data and discuss the efficacy of the work that is being done in the schools. The District will commit to providing continual and evidenced-based feedback to school leaders.	December – Ongoing	All Instructional Administrators	General Fund	PCSD Salaries

SchoolWorks will continue to provide the district with a "Report Out and Prioritization Session" with the Senior Staff to ensure that the school improvement work taking place is being prioritized and achieved.	November – and scheduled sessions throughout Year 1 and Year 2.	SchoolWorks Senior Staff (Superintendent and Assistant Superintendents)	Systemic Support for District and School Turnaround Grant	Part of the $90,000 Contract
The Senior Staff will continue to provide the monthly leadership team workshops to address the level of shared leadership responsibility from the District to continue building capacity at the building level.	Monthly 2012 – 2013	All Instructional Administrators	General Fund	PCSD Salaries
Based on the ***Diagnostic Tool Leadership*** monthly workshops facilitated by the SED, the District will build its capacity to provide data to schools in determining Evidence Based School Site Visits where building leaders will be provided with concrete data.	November 2012 – through June 2013 (Scheduled monthly by the SED) February – June 2013 from the District's perspective	***Diagnostic Tool Leadership Team*** Superintendent, Assistant Superintendents, Building Principals	1003a General Fund	TBD

1.4 District has a comprehensive plan to create, deliver, and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.		
A. Major Recommendation	**B. Goal**	**C. Target**
Based on the new status of being a Focus District, four Focus Schools and two Priority Schools, the local schools and the District will work with Consultant Kirsten Ruglis to review, revise, and re-create a comprehensive professional development plan based on the needs assessment established during the 2012-13 school year.	All principals of eligible focus and priority schools will receive support through the **cognitive apprenticeship model** to develop a quality School Comprehensive Education Plan using the Diagnostic Tool for School Effectiveness.	By August 2013, all schools will have created a quality SCEP based on the DTFSE and school reviews from the District Review Team.

The District will continue to conduct the monthly instructional leadership administrative workshops.	Plan ahead to develop a coherent agenda and provide administrators with the agenda in order to provide them with the opportunity to prepare for the information that will be covered and provide them with materials and resources they may need prior to attending their monthly workshop.		The District will ensure that, at least 90% of the time, the school leaders will receive their agendas in a timely manner in order to prepare accordingly.	
The Office of Curriculum and Instruction will provide embedded Professional Development, at least once a month, for building level administrators and coaches.	The Goal is to develop instructional leadership teams where the roles and responsibilities of designated staff are clearly articulated in order to carry out the implementation of the Common Core Standards and assisting in the implementation of evidence-based observation related to teacher practice.		The Office of Curriculum and Instruction will ensure that each one of the workshops is a scaffold from the previous workshop in order to ensure the scope of breadth as opposed to introducing new topics at each workshop.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. District Cost**
Full day workshops will be provided to review pertinent data related to student achievement. The SCEPs will be written collaboratively from a workshop perspective as the building teams review and assess their local data that is evidence based on the tenets in the SCEP.	October and November to complete SCEPs Ongoing	The Office of Curriculum and Instruction The offices of other departments, as required Building Leaders	Systemic Support for District and School Turnaround Grant	$1,000 daily per visit
The Office of Curriculum and Instruction will conduct a meeting to show the transition of how meetings were formally conducted and how the structure will change to reflect the initiatives of the SED aligned to the Evidence of Success.	December 2012	The Office of Curriculum and Instruction The offices of other departments, as required Building Leaders	General Fund	PSCD Salaries

Workshops to disseminate and turnkey the information from the Network Team Institutes, as well as conversations of the implementation of the Common Core in schools have continued success of first year implementation based on evidence gathered in classroom instruction.	Ongoing	The Office of Curriculum and Instruction Building Leaders	General Fund	Estimated cost for Turnkey Trainers to attend Conference: $10,000 Materials and Supplies, TBD (based on SED's authorization to utilize textbook funds differently for this school year only).

1.5 District promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.		
A. Major Recommendation	**B. Goal**	**C. Target**
The district will provide the school instructional leadership teams with adequate sources of data in order to develop Student Learning Objectives (SLO) that will hold teachers accountable to provide quality instruction.	The Central Office administration and building level principals will ensure that teachers are appropriately completing the New York State Student Learning Objective template in order to provide accurate accountability for the APPR process.	As stated in the APPR submission to the State Education Department, 100% of teachers requiring SLOs will complete their submission in a timely fashion in accordance with the requirements.
The district will plan for opportunities in existing meeting structures to ensure all school leadership teams are fluent with each form of assessment and how data is gathered from each tool to inform instruction.	The district will provide monthly opportunities for building leaders to increase their skill level with data sources, data analysis, and data application in the instructional process.	A minimum of 10 monthly meetings will be held during the school year in which the use of instructional data will be discussed.

The district will work with the building instructional leadership team to utilize module (formative) assessments based on the three-day process as identified in the common core learning standards.	The building principal will monitor the module assessments and the building coaches will provide embedded staff development for the instructional process subsequent to the assessment.	The Office of Curriculum and Instruction will maintain the district's web-based curriculum and ensure that principals are adequately monitoring teachers' progress, in accordance with the established timelines and in alignment with the Common Core Learning Modules presented on Engage New York.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost
The Director of Research, Evaluation and Testing will facilitate all district-wide professional development pertaining to the implementation of the SLO's by working with individual principals and/or departments.	September – November 2012	- Director of Research, Evaluation and Testing - Building Principals - Department Chairs - Coaches - Selected Classroom Teachers - PPSTA President	General Fund	PCSD Salaries Substitutes are not required for this process.
Using a constructivist approach, monthly workshops will be scheduled to engage participants in data fluency.	July -June	- Central Office Administration (designated Assistant Superintendents, and Directors) - Building Principals - Coaches	General Fund	Approximately $1000 in supplies and materials.

Designated staff members who attend the Network Team Institute training will provide turnkey training related to the Common Core Learning Standards and modules by aligning the data gathered in the local measures of assessments as well as the locally developed formative assessments.	On-going	- PCSD Network Team Institute (Assistant Superintendent for Curriculum & Instruction, Designated building principals, Designated Coaches)	General Fund	Estimated cost for Turnkey Trainers to attend Conference: $10,000 SED provides meals, mileage and accommodations, where necessary

TENET II: SCHOOL LEADERSHIP PRACTICES AND DECISIONS

ADD ROWS AS NEEDED

2.1 The district works collaboratively with the school(s) to provide opportunities and supports for the school leader(s) to create, develop, and nurture a school environment that is responsive to the needs of the entire school community.

A. Major Recommendation	B. Goal	C. Target
The district will begin using the Diagnostic Tool for School and District Effectiveness provided by the State Education Department to identify and remediate needs of the entire school community.	To develop a strategic plan, (DCIP and SCEPs) an evidenced based living document, that addresses the improvement areas identified in a comparison between the school/district and those of an effective school/district.	All schools that have been identified by the State Education Department as Priority or Focus will have a strategic plan in place.
The District will utilize the Reeves Leadership Performance Matrix Evaluation Tool to provide focus and purpose to building visits and support to building leaders.	Increase the level of collaboration support between all central office administrators, Superintendent, Assistant Superintendents, Directors, and building level administrators.	As indicated in our submission of the APPR, the district will provide a minimum of seven focused building visits.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost
Central office administration will review the quarterly reports written by the educational experts as per the SIG to work with the school leader and his team based on recommendations found in the document (PHS only).	Ongoing throughout the school year	• Superintendent and/or his designees • School leaders of Poughkeepsie High School	School Improvement Grant	$18,000
The Poughkeepsie City School District Diagnostic Tool Team will attend the monthly training institutes as provided by The New York State Education Department.	Monthly November through June	• Members of the Curriculum and Instruction Office • Members of the Pupil Personnel Services Department	1003 a	TBD
Reeves Leadership Performance Matrix Evaluation Tool will drive the agenda will visits addressing: resilience, personal behavior and professional ethics, student achievement, decision-making, communication, faculty development, leadership development, time task project management, technology, and personal professional learning.	September-June (schedules visits and unannounced visits)	• Superintendent and/or his designees	General Fund	PCSD Salaries

LEA Name__Poughkeepsie City School District_____ LEA BEDS Code___131500010000_____

TENET III: CURRICULUM DEVELOPMENT AND SUPPORT

ADD ROWS AS NEEDED

3.1 The district works collaboratively with the school(s) to provide opportunities and supports connected to the implementation of a comprehensive curriculum that is aligned to the Common Core Learning Standards (CCLS) is inclusive of the arts, technology and other enrichment subjects in a data-driven culture.		
A. Major Recommendation	**B. Goal**	**C. Target**
The district's web-based Aligned and Balanced Curriculum shall be revised to reflect full implementation of the Common Core Learning Standards.	Revise the 2011-12 curricula, which reflected the 2005 standards and the CCLS, to solely reflect the CCLS.	All district-wide curriculum revisions will reflect the modules of the Common Core Learning Standards, as they are being released.
District leaders should provide clear directions and opportunities for professional development to teachers and school leaders so that they may effectively align the units of instruction with the CCLS.	To ensure schools have the necessary resources to provide ongoing professional development to teachers on how to effectively align units of instruction with the CCLS.	All staff will be able to effectively align units of instruction with the CCLS.
As indicated in the APPR, all teachers will be held accountable for literacy instruction in their content area as part of their local 20% growth measure.	To improve literacy throughout the district in accordance with the Common Core Learning Standards.	90% of all teachers will address literacy as part of their classroom instruction.

D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. District Cost**
The District will implement a series of embedded professional development meetings and workshops facilitated by building leaders and coaches during the teacher's professional learning community time, as recently negotiated in their contract.	September - June	Poughkeepsie City School District Instructional Staff	General fund Title II	PCSD Salaries

The District will facilitate monthly professional development that focuses on collaboration and a shared leadership approach to decision-making based on the implementation of the Common Core Learning Standards.	Monthly from September to June	• Building principals and coaches • Appropriate instructional staff	General Fund	PCSD Salaries
The District will schedule school leaders and peer assistance reviewers (PAR) to further develop skills in the collection of evidence for teaching standards under the NYSUT Teacher Practice Rubric.	Ongoing September through June	• PCSD staff certified evaluators	General fund SIG NYSUT Innovation	TBD
Designated staff members who attend the Network Team Institute training will provide turnkey training related to the Common Core Learning Standards.	On-going scheduled workshops during Professional Learning Community time	• Network Team Institute • Designated Classroom Teachers	General Fund	PCSD Salaries

TENET IV: TEACHER PRACTICES AND DECISIONS

ADD ROWS AS NEEDED

4.1 The district works collaboratively with the school(s) to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and accounts for student data, needs, goals, and levels of engagement.

A. Major Recommendation	B. Goal	C. Target
District leaders in collaboration with school leaders will define expectations in teaching and learning for all staff in order to communicate a clear message about the goals, strategies, and expected outcomes for all students.	Formative assessments aligned with the district's Aligned and Balanced Curriculum will be developed for each class, administered and reviewed four to five times per year.	All district-wide curriculum revisions will reflect formative assessments aligned with the Common Core Learning Standards.

As per the approved APPR, teachers will utilize New York State Teaching Standards aligned to the Teacher Evaluation Development Tool (TED), from the NYSUT Teacher Practice Rubric to develop goals that reflect instructional practice, student data, and or other levels of engagement. (These goals represent 20 points of the 60 evaluation points.)	The district will ensure that the goals developed by teachers are monitored and when necessary provide supports and assistance to collaboratively improve their strategies and practices.		All teachers who fall under Education Law 3012c will collaboratively develop goals related to New York State Teaching Standards.	
Principals and teachers will be provided opportunities to learn about the new approved APPR for the 2012-13 school year.	The district will provide meetings, workshops, and trainings to inform district staff and the Board of Education regarding the approved document.		All stakeholders will understand the APPR document.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. District Cost**
District will hire instructional part-time positions to begin writing and developing formative assessments that reflect the level of rigor in the Common Core Learning Standards.	Ongoing along with the Network Institute turnkey training.	• Network Institute Team • Qualified teaching staff	General Fund Race to the Top Grant SIG	Not to exceed $80,000
Teachers, in collaboration with their principles, will create personal professional goals aligned with teaching standards six and seven, as defined by the APPR.	Ongoing September to June	• Building principals • Teachers	General Fund	PCSD Salaries

District will provide a full day of professional development related to the new approved APPR for the 2012-13 school year.	November 6, 2012	• Site coordinator • building principals • teacher evaluators • designated central office staff	General Fund	PCSD Salaries

TENET V: STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

5.1 The district creates policy and works collaboratively with the school(s) to provide opportunities and resources that positively support students' social and emotional developmental health.		
A. Major Recommendation	**B. Goal**	**C. Target**
The District will review policies that are related to the students' social and emotional developmental health and provide the BOE Members with a series of recommendations that need to be addressed in the policies reviewed.	Office of Pupil Personnel Services will form a subcommittee, in collaboration with all instructional constituents, to review and update policies related to students' social and emotional health.	100% of policies pertaining to this tenet will be reviewed and a report will be given to the BOE and Superintendent of Schools.
The District will prioritize and effectively implement evidence-based approaches that will help to streamline the Instructional Support Teams district-wide.	Designated staff members will be appointed to complete a review of all evidenced-based procedures used to ensure that they are being implemented consistently and with fidelity throughout the district.	100% of Instructional Support Team members are fully participating relevant to the needs of students in a systematic way.
The District will outline and prioritize PBIS initiatives for students.	Designated staff members will determine what aspects of PBIS initiatives should be given priority based on data related to student behavior.	100% of schools will begin to utilize data driven, common practices with regard to PBIS based on an systematic understanding of the priorities identified and aligned to the district goals outlined in the evidence of success.

The District will comply with Dignity for All Students Act	Office of Pupil Personnel Services will ensure that all aspects of DASA are developed and implemented including bringing the District's Code of Conduct in line with this law.		100% of schools will be in compliance with DASA.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. District Cost**
Workshops will be facilitated through the Office of Pupil Personnel Services by designated staff members to review all related policies and develop a report to the BOE.	December 2012 through March 2013	Assistant Superintendent for Pupil Personnel Services, Designated Instructional Staff Members	General Fund	PCSD Salaries
The Assistant Superintendent of Pupil Personnel Services will review and revise a checklist to compile data as to evidence-based practices that will serve as feedback to the Instructional Support Team, as well as train members of this evaluation process. Evaluators will provide immediate evidenced-based feedback to the Instructional Support Teams.	January 2013 through June 2013	Assistant Superintendent for Pupil Personnel Services	General Fund	PCSD Salaries
Each PBIS School Team will meet quarterly, along with the schools Data Team to discuss the concerns pertaining to academic success. (i.e. school-wide student attendance, disruptive behaviors, common language to be established district wide)	January, April and June	Assistant Superintendents for Curriculum and Instruction and Pupil Personnel Services and/or their designees School Data Teams School Based PBIS Teams	General Fund	PCSD Salaries PCSD Stipends where applicable

Based on classroom observations, the New York State Teaching Standard I will need to be reflected in knowledge and management of cultural diversity in support of the Dignity Act Training in order to determine a decrease in incidents of bullying and student engagement in the classroom.	Ongoing	Facilitated by the Office of Human Resources and all other designated instructional administrative staff	General Fund	PCSD Salaries

TENET VI: FAMILY AND COMMUNITY ENGAGEMENT

6.1 The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.

A. Major Recommendation	B. Goal	C. Target
Create alternative solutions to gain more parent input in order to expand and strengthen home-school-community partnerships.	To increase opportunities for parent involvement/engagement throughout the district.	Increase the number of opportunities at both district and school level for parents to become engaged.
School districts, with consultation of parents of participating Title I children, must implement parental involvement programs, activities, and procedures.	To increase the number of parent involvement and parent engagement activities.	To have all schools implement at least one parent activity a month.
Development and implementation of educational multilingual and multicultural parental workshops and meetings for the parents and families of our ELL students.	To get to know our ELL parents and families in an effort to build relationships based on trust and increase personal and face-to-face communication.	To hold at least two educational parental workshops exclusively for parents and families of ELL students at each school.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost
District Parent Liaison will work collaboratively with each building PTA.	Ongoing September-June	• District Parent Liaison • Members of the PTA	Title I SLC	PCSD Salaries Materials and Supplies, TBD
District Parent Liaison will schedule monthly parent meetings in each of the school buildings.	Ongoing September-June	• District Parent Liaison • Selected building parents • Building Principals and Assistant Principals	Title I SLC	PCSD Salaries Materials and Supplies, TBD Parent Involvement Engagement Set Aside
District Parent Liaison and the Director of Special Projects will meet on a monthly basis and discuss parent involvement and parent engagement activities and initiatives.	Ongoing September-June	• District Parent Liaison • Director Special Projects	Title I	PCSD Salaries
Involve parents in the development of a written parent involvement policy. • Evaluate the policy on an annual basis to determine its effectiveness and identify barriers to greater participation. • Revise the policy, if necessary, based on the annual evaluation. • Provide assistance to schools in planning and implementing strong parent involvement programs, activities, and procedures.	Sept. – June Monthly	Principals District Parent Liaison Members of the PTA	Title I	Parent Involvement and Parent Engagement Set Aside

Hold a special Back to School event for ELL families in which they have time to meet their teacher, school leasers, and other key staff.	Fall Semester	ESL Teacher, Principal, Designated school staff	Title I Title III	Parent Involvement and Parent Engagement Set Aside

2110 SCHOOL BOARD POWERS AND DUTIES

The Board of Education is the governing body of the school district. The Board is entrusted with the responsibility of developing policies under which the district is managed.

The powers and duties of the Board are as stated in the Education Law and other applicable New York State law.

Complete and final authority on all district educational matters, except as restricted by law, will be vested in the Board. The Board may also enter into contracts and agreements in conformity with state law.

Ref:

Education Law §§1604; 1604-a; 1701; 1708; 1709; 1710

Adoption date: September 25, 1991

Revised: ,2008

POUGHKEEPSIE CITY SCHOOL DISTRICT

2110-E SCHOOL BOARD POWERS AND DUTIES EXHIBIT

Standards of Governance

1. Exercise duties and comply with obligations required by law.

2. Act officially only as a Board of Education.

3. Develop and adopt written policies in all areas of school district governance and operations in order to provide direction to staff and students and information to the community.

4. Maintain strong ethical standards. Avoid conflicts of interest between public position and professional career or private life.

5. Adopt standards for the conduct of school Board meetings and business, including use of agendas, Board committees, and community participation.

6. Assess Board performance regularly. Seek opportunities for Board growth and development.

Educational Program

1. Test administrative and policy decisions by their potential to have positive impact on student learning and achievement.

2. Develop and share strong expectations for staff and students to use their minds well and to become a community of learners.

3. Establish a cooperatively developed, districtwide vision of the purpose of schooling in the community as well as the rules, roles and relationships needed to realize that vision.

4. Adopt a strategic plan for implementing the district's vision or mission, incorporating individual school's goals and objectives, indicators of progress, and systems of program evaluation and student performance assessment.

5. Collaboratively develop and approve desired learning outcomes, performance standards and plans for shared decision making and site-based planning in support of the district's strategic plan.

Administration and Personnel

1. Hire an educational leader to serve as Superintendent of Schools. Adopt a description of his/her professional duties and provisions for performance evaluation as well as retention or removal from the position based on those evaluations and contractual obligations.

2. Through the Superintendent, retain and support a staff who meet the highest standards of quality and performance.

3. Establish and adopt policies regarding staff recruitment, development, evaluation, discipline and termination of employment.

4. Set priorities and procedures for negotiating staff and service contracts and ratify contracts as required.

5. Provide for a secure and healthful environment for staff and students by means that include ensuring quality in facilities and transportation services for students.

6. Assess and respond to needs associated with school facilities and equipment and maintenance or upgrading thereof.

Fiscal Management

1. Approve the budget and spending priorities; at the same time, seek to ensure adequate local, state and federal revenues to support the budget.

2. Approve construction projects, capital expenditures, contracts and budget reports within a framework of policy and delegated authority suitable for the Board.

3. Systematically link policies and decisions regarding allocation of funds with curriculum, instruction and desired learning outcomes.

School-Community and Governmental Relations

1. Engage in activities that promote a positive image for public schools and a public view of school Boards as advocates for children.

2. Utilize the community as an educational resource and asset through which the quality of learning and breadth of services to children may be enhanced through involvement. Conversely, promote the potential of schools, staff and students to strengthen the economic, civic and social health of the community.

3. Develop effective channels of communication with parents and the larger community to inform them regularly of school activities, to promote resolution of problems as close to their point of origin as possible, and to encourage ongoing dialogue about and understanding of issues and policies under Board consideration.

4. Promote local, state and federal intergovernmental and interagency collaboration to support comprehensive education for children, youth and their families.

5. Seek to shape and strengthen state and federal educational legislation, regulations and policies by defining and communicating their potential local impact to your elected representatives.

*This exhibit contains suggested guidelines for the powers and duties of Board members. It is not required by law or regulation.

POUGHKEEPSIE CITY SCHOOL DISTRICT

2410 FORMULATION, ADOPTION, AMENDMENT OF POLICIES

The Board of Education is responsible for adopting and assessing the effectiveness of the written policies by which the district is governed. The Board recognizes that written policies are essential to district governance in that they:

- Govern effectively and efficiently across time, situations, and individuals.
- Provide the foundation and guidance for administrative action.
- Publicize the federal, state, and local rules that govern the district.
- Help to evaluate progress by including measurable outcomes.

Development

The Board is committed to developing written policies which:

- Clearly define the district's goals and objectives and reflect the Board's vision.
- Define roles and responsibilities and identify who is responsible for what.
- Provide the Superintendent and district staff with clear guidance regarding expected district administration.
- Allow for flexibility that is needed for day-to-day operations.
- Include measurable outcomes.

Any member of the Board, district staff, students, parents, district taxpayers or other member of the public may identify policy issues. Such issues shall be identified to the Superintendent. The Superintendent shall be responsible for submitting policy issues to the Board for consideration and for keeping a record of all policy initiatives submitted to the Board.

Before acting on any proposed policy, the Board will encourage comments during discussion in an open meeting. The Superintendent shall be responsible for identifying the individuals and groups who will be affected by the policy.

The Superintendent shall be responsible for preparing a written draft of all proposed policies. When reviewing the contents of a proposed policy, the Board will consider whether the proposed policy:

- Is within the scope of the Board's authority.
- Is consistent with state and federal law and the state and federal Constitutions.
- Supports the district's goals and objectives.
- Reflects good practice (e.g., educational, personnel, business, etc.).
- Is reasonable and not arbitrary or discriminatory.
- Adequately covers the subject.
- Is consistent with the Board's existing policies.
- Can be administered in a practical, cost effective manner.

Adoption

Once a proposed policy has been drafted, it shall be placed on the Board's agenda for a first reading, giving all persons interested in it an opportunity to express their views. The Board will not take any official action on any policy on first reading, unless a majority of the Board decides that it is necessary to do so.

If the draft policy is acceptable or if it is not acted upon out of necessity after the first reading, the draft policy will be placed on the Board's agenda for a second reading, at which time the Board will officially act.

Implementation

The Superintendent shall be responsible for implementing all policies adopted by the Board. This responsibility shall include: promulgating any necessary administrative regulations, ensuring that the policy is included in the board policy manual, and publicizing the policy as necessary to ensure that persons affected by the policy are aware of it. The board policy manual shall be kept in the district office and made available to the public on-line. A copy of the board policy manual shall also be kept in each school building.

Review

The Superintendent shall be responsible for informing the Board of any policies that are out-of-date or in need of revision. In addition, the Board will review the policy manual once every three years basis and update it as necessary to ensure that the policies are consistent with board goals and district practices.

Ref:

Education Law §1604, 1709, 1804 (powers and duties of board of education)

Cross-ref:

2110

Adoption Date:

POUGHKEEPSIE CITY SCHOOL DISTRICT

2445 PASSAGE OF EMERGENCY POLICIES/REGULATIONS

An existing bylaw or policy of the Board may be suspended or amended, or a new bylaw or policy adopted by a majority of members present and voting on a resolution introduced at any public meeting of the Board when an emergency exists or is deemed to be imminent.

Said resolution shall expire automatically at the first public meeting of the Board following the abatement of the emergency.

An emergency shall be defined as a disruption of the educational program or a threat to the safety or security of the students or staff as a result of a man-made or natural occurrence.

Adoption date: May 1994

POUGHKEEPSIE CITY SCHOOL DISTRICT

District-level Plan

B. Operational Autonomies

iii. There are a few items that will need the support of the labor management units in order to implement the Transformation Model in the Poughkeepsie Middle School, during Year One of this grant:

- Stipends for Principal and Assistant Principals – Poughkeepsie Public School Administrators' Association (PPSAA)
- 6th Assignments for teachers – Poughkeepsie Public School Teachers' Association (PPSTA)
- Lead Teacher stipends for departments, Data Team, and Advisories – Poughkeepsie Public School Teachers' Association (PPSTA)

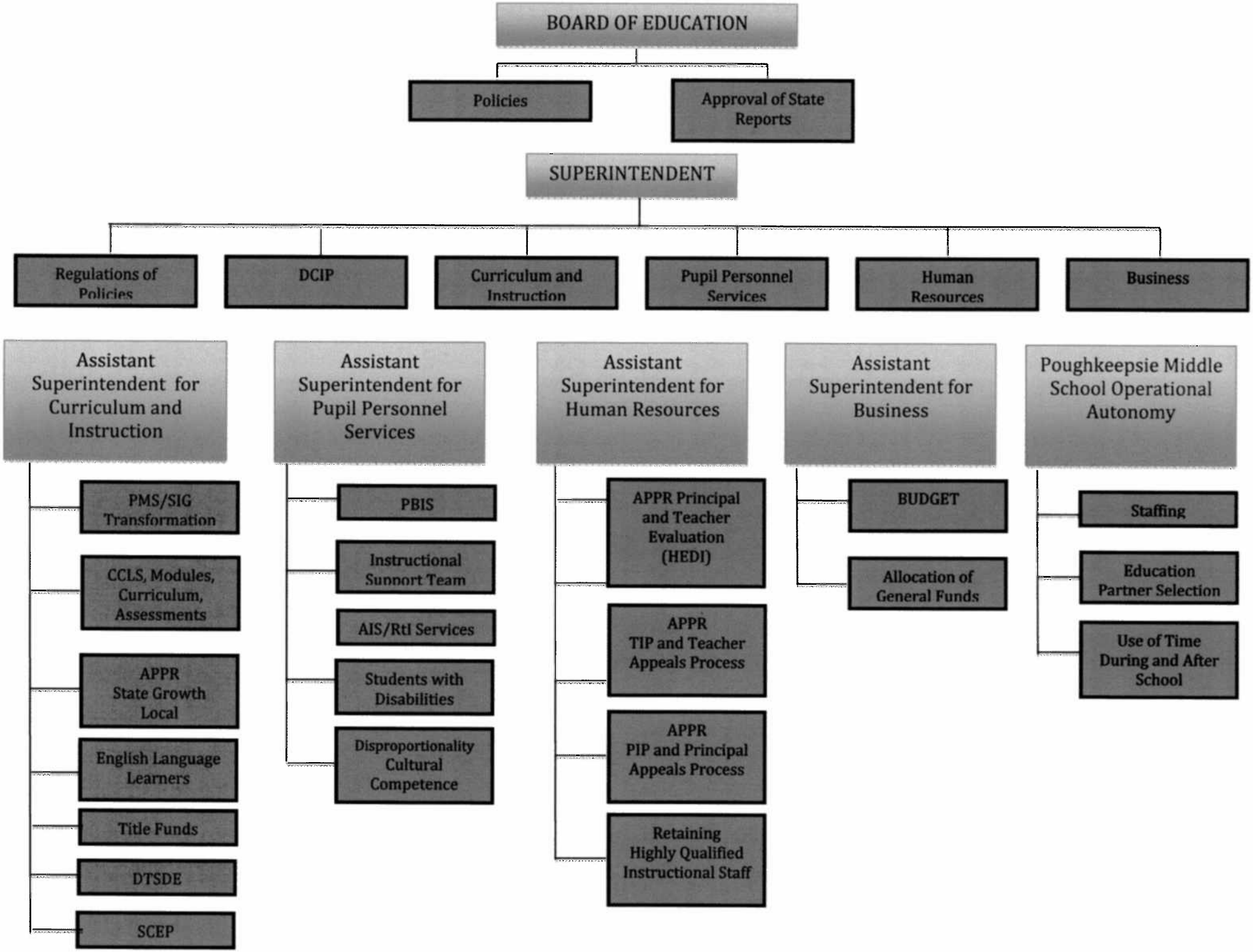
In the Poughkeepsie City School District, we are beginning year three of the School Improvement Grant for the Poughkeepsie High School. The aforementioned items were already bargained and agreed upon for the SIG that is in place. Therefore, these items will be readily agreed upon and in place prior to the pre-implementation period. The Assistant Superintendent of Curriculum and Instruction, the Assistant Superintendent of Human Resources, the President of PPSAA, and the President of PPSTA have been involved in the development of this grant and are aligned to agree on the aforementioned items.

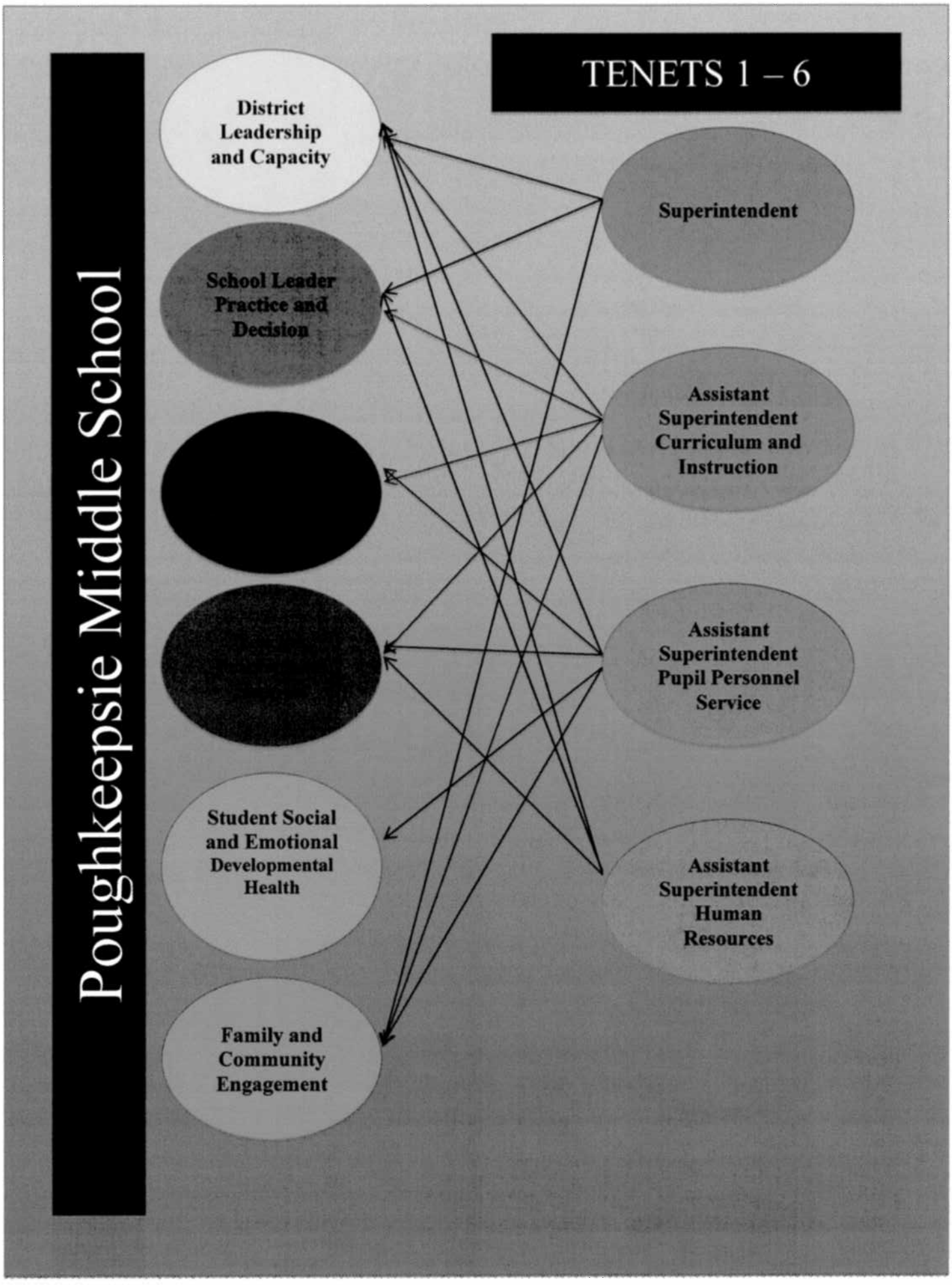
ADDENDUM

I – District-level

C. District Accountability and Support

* Organizational Chart
* Tenet Chart
* District Accountability and Support Interaction Chart


BOARD OF EDUCATION
Policies
Approval of State Reports
SUPERINTENDENT
Regulations of Policies
DCIP
Curriculum and Instruction
Pupil Personnel Services
Human Resources
Business
Assistant Superintendent for Curriculum and Instruction
PMS/SIG Transformation
CCLS, Modules, Curriculum, Assessments
APPR State Growth Local
English Language Learners
Title Funds
DTSDE
SCEP
Assistant Superintendent for Pupil Personnel Services
PBIS
Instructional Support Team
AIS/RtI Services
Students with Disabilities
Disproportionality Cultural Competence
Assistant Superintendent for Human Resources
APPR Principal and Teacher Evaluation (HEDI)
APPR TIP and Teacher Appeals Process
APPR PIP and Principal Appeals Process
Retaining Highly Qualified Instructional Staff
Assistant Superintendent for Business
BUDGET
Allocation of General Funds
Poughkeepsie Middle School Operational Autonomy
Staffing
Education Partner Selection
Use of Time During and After School


Poughkeepsie Middle School
TENETS 1 – 6
District Leadership and Capacity
School Leader Practice and Decision
Student Social and Emotional Developmental Health
Family and Community Engagement
Superintendent
Assistant Superintendent Curriculum and Instruction
Assistant Superintendent Pupil Personnel Service
Assistant Superintendent Human Resources

C. District Accountability and Support
Item iii – Interaction Chart

Planned Interaction	Timeframe	Who is Responsible?
Tenet I: The District's Personnel Committee will work with the Poughkeepsie Middle School to ensure that their procedures are in place in relation to staffing as part of one of the three areas established for Operational Autonomy	This entire process is to be completed by February 28, 2013 (Work in this area has already begun).	Assistant Superintendent for Human Resources (HR) PMS Principal Designated Collective Bargaining Unit members specifically staffed at the PMS
Tenet II and Tenet III: Continued Professional Development outside of the regular school day and embedded professional development to improve upon their repertoire of providing highly effective evidenced-based observations and identify levels of improvement	On-going PD (Monthly and consistently)	Superintendent Assistant Superintendents for HR, Curriculum and Instruction (C&I), Pupil Personnel Services (PPS) Consultant from the Systemic Support for District and School Turnaround Grant
Tenet III: Unpacking the Common Core Learning Standards	Weekly, through formally scheduled Professional Learning Community Time and designated days with all staff during Pre-Implementation Period July 2013	Office of Curriculum and Instruction PMS Leadership Team (Principal, Assistant Principals and Coaches)
Tenet III: Changing Ineffective Instructional Practice through evidenced-based gathered observations and other scenarios	March 22, 23, and 24, 2013	Partners (SchoolWorks) from the Systemic Support for District and School Turnaround Grant All PCSD pedagogical administrators
Tenet III: Provide instructional staff at the PMS with the appropriate tools that reflect differentiated instruction for low and high achievers and SWDs and ELLs based on rigorous assessments aligned to the CCLS	Year 1, Year 2, and Year 3	Office of Curriculum and Instruction Potential Partners from the SIG (Pearson/School Improvement Model)
Tenet V: Review policies that can have negative impact and outcomes to creating a level of disproportionality	January, February and March 2013	Assistant Superintendents for C&I, PPS and HR PMS Policy Sub-Committee
Tenet V: PBIS Strategies and Activities (Assess already implemented activities, as well as creating and implementing new activities and programs such as Advisories	Pre-Implementation Period (April 2013 – June 2013)	Assistant Superintendent for PPS will provide guidance The PMS will include this as part of Operational Autonomy related to controlling their school day and program

Planned Interaction	Timeframe	Who is Responsible?
Tenet V: PMS PBIS Team will meet quarterly, along with the schools data team to discuss the concerns pertaining to academic success (i.e. school-wide student attendance, disruptive behaviors, common language to be established to create a culture that is adopted by all	February and April 2013 (Pre-Implementation period) Quarterly Years 1,2, and 3	Assistant Superintendent for PPS and the PMS PBIS Team
Tenet VI: Expand the level of communication to Spanish speaking parents through community forums and explain the status of the PMS	Quarterly: First Meeting March 2013	Assistant Superintendent for C&I Building Level Leaders and staff who volunteer to attend
Tenet VI: Involve parents in the development of a written parents involvement and engagement policy	January, February and March 2013	Assistant Superintendents for C&I, PPS and HR PMS Policy Sub-Committee
Tenet V and VI: Develop a parent institute to address students in the adolescent stage and how best to help them to be successful in schools	Pre-Implementation Period and Instituted during September prior to opening day	Offices of C&I and PPS PMS Principal Transformation Team

ADDENDUM

I – District-level

D. Teacher and Leader Pipeline

* District-Offered Training Events Chart

District-level Plan – D. Teacher and Leader Pipeline
v. District-offered Training Events

PLANNED EVENT:	Continued Rigorous APPR Training
ORGANIZATION	**MEASURABLE OUTCOMES**
PCSD	Principals will be able to apply evidenced based observations
ANALYSIS OF OUTCOME	**RATIONALE FOR PLANNED EVENTS**
Comparing past evaluations to newly written evaluations to determine the level of rigor	Principals and other pedagogical administrators need to develop their skills gathering evidence and providing adequate HEDI score to produce highly effective teaches
PLANNED EVENT:	Turnkey Diagnostic Tool for School and District Effectiveness Institute (DTSDE)
ORGANIZATION	**MEASURABLE OUTCOMES**
Consultant OEE and Office of Curriculum and Instruction	Senior Administration and Principals will be able to self-assess their procedures
ANALYSIS OF OUTCOME	**RATIONALE FOR PLANNED EVENTS**
Reconfiguring school systems to prompt for greater learning experience for all staff and students	It is important that Senior Administration and Principals are able to focus on the efficacy of their departments in schools based on evidence and the 6 Tenets. If leaders are not able to apply the tenets to how systems should be operating in the 21st century then they are not effective.
PLANNED EVENT:	Revisions and Modifications to the DCIP and SCEP
ORGANIZATION	**MEASURABLE OUTCOMES**
Consultant OEE and Office of Curriculum and Instruction	Senior Administration and Principals will be able to utilize DTSDE review reports to modify the DCIP and SCEP
ANALYSIS OF OUTCOME	**RATIONALE FOR PLANNED EVENTS**
Compare early written DCIP and SCEPs to the newly revised plans based on DSTDE review reports	Senior Administrators and Principals will look at gathered evidence and reevaluate their plans in order to align them to the State Reports for a high quality plan that promotes student achievement

PLANNED EVENT:	Observing and evaluating instruction aligned to the CCLS
ORGANIZATION	**MEASURABLE OUTCOMES**
PCSD Director of Research Evaluation and Testing	Principals will be able to determine the CCLS being applied in the classroom
ANALYSIS OF OUTCOME	**RATIONALE FOR PLANNED EVENTS**
Looking for clues for how to improve the learning experiences by identifying the CCLS and effective instruction	Principals need to have understanding and knowledge of the CCLS, the Shifts, Modules, and the State's Curriculum in order to conduct effective evaluations and improve instruction
PLANNED EVENT:	Train Principals to item analysis
ORGANIZATION	**MEASURABLE OUTCOMES**
PCSD Director of Research Evaluation and Testing	Principals will be able to identify student gaps, conduct curriculum modifications and adjust instructional designs
ANALYSIS OF OUTCOME	**RATIONALE FOR PLANNED EVENTS**
Lead Professional Learning Communities to coach teachers effectively	Principals need to become building level learning leaders and provide the guidance and support to instructional staff
PLANNED EVENT:	How to create utilize assessments (district-wide created interim and formative assessments, ALO and assessments in the modules) to improve instruction
ORGANIZATION	**MEASURABLE OUTCOMES**
PCSD Director of Research Evaluation and Testing	Principals will be able to monitor, gather data, interpret data and analyze teacher effectiveness through assessments.
ANALYSIS OF OUTCOME	**RATIONALE FOR PLANNED EVENTS**
Reconfiguring the assessment process to stimulate greater learning	Principals need to lead and ensure that teachers are providing students with immediate feedback and ensuring that the assessments drive instruction and provide low and high achievers, as well as SWDs and ELLs with intervention supports and enrichment activities.

PLANNED EVENT:	Provide principals with the necessary skills to teach teachers how to use individual student evidence and data during Instructional Support Team
ORGANIZATION	**MEASURABLE OUTCOMES**
PCSD Assistant Superintendent for Pupil Personnel Services	Principals will be able provide teachers with the tools necessary Instructional Support Teams with standard data sets and facilitate conversations that review aggregate and individual data.

ANALYSIS OF OUTCOME	RATIONALE FOR PLANNED EVENTS
Compare and assess how IST meetings are being conducted in order to determine the level of subjectivity and increase evidence-based and data related dialogue	Principals need to establish a culture based on data and evidence that identifies the deficits in students requiring academic and/or behavioral supports

PLANNED EVENT:	Climate and Culture
ORGANIZATION	**MEASURABLE OUTCOMES**
SchoolWorks	Principals will be able to establish and articulate the vision and mission to all constituents

ANALYSIS OF OUTCOME	RATIONALE FOR PLANNED EVENTS
Lead Professional Learning Communities to coach teachers effectively	It is important for the building leader to develop a culture for all staff that will subsequently improve instruction, improve behavior, improve attendance, improve staff morale and focus on family school engagement and involvement (i.e. sub components: PBIS, Character Education).

ADDENDUM

I – District-level

G. Labor and Management

* Meeting Agendas
* See Attachment A – Consultation and Collaboration Form

Poughkeepsie City School District

Purpose of School Comprehensive Education Planning:

To enhance the self-reflective process and to improve teacher practice and student performance

Administrative Team Meeting

Date: January 3, 2013

TIME: 8:30 p.m. - 3:00 p.m.

	Topic	Timeframe	Facilitator
*	• SchoolWorks Preliminary Findings and Recommendations	8:30 – 9:30	Assistant Superintendent, Mr. José Carrion Assistant Superintendent, Dr. Lynne Pampel
A.	• Update- **What now?** • "What does **low inference evidence** mean?" (Think, write, pair, share) Examples- "If you were to walk into a classroom you might see……."	9:30 – 9:55	Assistant Superintendent, Mr. Jose Carrion Director of Funded Programs, Dr. Michelle Cardwell Kirsten Ruglis, consultant
	Purpose/Goal: To begin the development of a glossary of common language with agreed upon definitions of critical elements of school improvement and highly effective attributes. **Outcome:** To have a context for the next phase in the SCEP school improvement self/external review process. To understand what "low inference" evidence means.		
B.	**Instructional Leadership-** "The heart of school improvement" **How do you spend your day?** Each Principal will (chart) their day against the list- currently and in moving toward **the goal of "highly effective" schools.** Why? What could be changed/modified? What will you do differently?	9:55 – 10:15	Assistant Superintendent, Mr. Jose Carrion Kirsten Ruglis, consultant
	Purpose/Goal: To have Principals understand that in order to effectively implement the SCEPs and move their schools toward "highly effective' on the DTSDE rubrics they have to focus on the instructional program. **Outcome:** To build the capacity of the Principals to lead the SCEP process within their schools. To have Principals be critical about how they use their time and have them be very planned and purposeful about focusing on the instructional program within their school.		

C.	**Multiple Sources of Data-** "the backbone of school improvement" **How well do you know your school?** Introduce and review DTSDE school information template. Each Principal will individually complete the DTSDE school information sheet to identify a "snapshot" of their school. What do you know? What don't you know? Why do you need to know it? Where will you get the information/data? (Think, write, pair)	10:15 – 10:45	Kirsten Ruglis Assistant Superintendent, Mr. Jose Carrion Dr. George Castiglione
	Purpose/Goal: To ensure that Principals have a clear understanding of data that is necessary to complete their school profile and where and how it can be accessed. **Outcome:** To have Principals know the profile of their school and how to complete required documentation.		
D.	**Review of 6 Tenets- embedded within DCIP/SCEP** 1. District and Leadership Capacity 2. School Leader Practices and Decisions 3. Curriculum Development and Support 4. Teacher Practices and Decisions 5. Student Social and Emotional Developmental Health 6. Family and Community Engagement Introduce the Diagnostic Tool for School and District Effectiveness (DTSDE) rubric. Provide District Summary Documents- set context. Provide and review School Summary Document- Principals responsibilities. What do they mean? What evidence have you identified within your SCEP? (Think, pair, share)	10:45 – 12:00 *Break	Kirsten Ruglis Assistant Superintendent, Mr. Jose Carrion DTSDE Team
	Purpose/Goal: To ensure that Principals have a clear understanding of the 6 tenets that are being measured within their SCEPs and the NYSED and Poughkeepsie school improvement review process. **Outcome:** To have Principals be able to lead and routinely communicate through school wide conversations and actions focused upon the 6 tenets.		
*	**LUNCH WILL BE SERVED**		

F.	**SED and Poughkeepsie Accountability Review Process** Tenet 3- Non Negotiable What two other tenets will you choose for your school? Why? What data supported that choice (reference SCEP)? The group will review the components of Tenet 3. Principals will chart for their school the data/information that supports their decision behind their choice of tenet X/Y. (Carousel and present to group for feedback.)	12:30 – 1:00	Kirsten Ruglis Assistant Superintendent, Mr. Jose Carrion DTSDE Team
	Purpose/Goal: To ensure that Principals have a clear understanding of Tenets 3- Curriculum Development and Support and what it means. To have Principals select two additional tents to focus upon within their SCEP and school improvement efforts. **Outcome:** To have Principals use an informed decision-making process to select two additional tenets that will align with and strategically impact their schools improvement efforts.		
H.	**SED and Poughkeepsie Accountability Review Process** What will the process look like for the SED visits? What will the process look like for the Poughkeepsie review? Calendar of January onsite school visits is established to provide embedded support for Principals to observe, raise questions and have conversations with OEE in a collaborative manner.	**1:00- 2:00**	Kirsten Ruglis Assistant Superintendent, Mr. Jose Carrion
	Purpose/Goal: To have Principals understand how the site visit reviews will occur including a system of support. **Outcome:** Principals will know how their school will be reviewed and what the expectations are.		
I.	**SED and Poughkeepsie Accountability Review Process** What information and resources will you need to be prepared for the site visits? What steps will you need to identify and put in place? Who will be involved? How will it align to the work you are already doing to implement your SCEP? What are the next steps?	**2:00 – 3:00**	Kirsten Ruglis Assistant Superintendent, Mr. Jose Carrion DTSDE Team
	Purpose/Goal: To have the Principals be planned and purposeful in leading their school through the review process. **Outcome:** To have Principals be able to articulate and implement the SCEP and understand the relationship to the DTSDE rubric and school improvement process.		

ADMINISTRATIVE COUNCIL MEETING
THURSDAY – DECEMBER 6, 2012
9:30 A.M

I. CURRICULUM & INSTRUCTION — MR. JOSE CARRION

A. Professional Development - Principals and Coaches only, unless otherwise indicated.

B. School Comprehensive Educational Plans

C. Evidence of Success - Goal E: Indicator #4, Items A-C

D. Common Core Learning Standards

E. District-wide Teams and Stakeholders

F. Elementary Principals and Coaches Monthly Workshops

II. HUMAN RESOURCES — DR. HASNA MUHAMMAD

A. APPR – OASYS

B. Status of Staffing

C. PDP

D. Safety:
- Drills
- Investigations and Incident Reports

III. PUPIL PERSONNEL SERVICES — DR. LYNNE PAMPEL

A. Safe and Secure Schools
- DASA Forms Review and Locations
- DASA District-Wide and Building Level Committees
- Suspension Review Data
- Sexual Harassment Training

B. Parent Communication
- Data-Cation – Pupil Path Login Information by Accounts and by School

C. NYU Support for IST

Poughkeepsie City School District

Purpose of School Comprehensive Education Planning:
To improve teacher practice and student performance

SCEP Administrative Team Meeting
Date: October 23/24, 2012
TIME: 8:30 p.m.-2:30 p.m.

	Topic	Timeframe	Facilitator
A.	**Update**	**minutes**	Assistant Superintendent, Mr. Jose Carrion Director of Funded Programs, Dr. Michelle Cardwell
	Purpose/Goal: To understand the expectations and outcome for the NYSED accountability status requirements. **Outcome:** To have an agreed upon process for the development of the SCEP. To develop a DCIP that is aligned with the needs and supports the schools in their improvement efforts.		
B.	**SCEP**	**minutes**	Kirsten Ruglis, consultant
	Purpose/Goal: To create a facilitated process to complete the SCEP. To have a conversation amongst the principals and members of their leadership teams focused on their SCEP draft. To utilize a set of guiding questions to provoke ideas and thoughts to enhance the development of the SCEP. To observe and provide feedback to the principals on their SCEP draft. To identify potential suggestions and improvement strategies based upon identified needs, data and/or observations. **Outcome:** To build the capacity of the Principals to leads the SCEP process within their schools. To have a SCEP that reflects the district expectations and outcome.		
C.	**Debrief/Next Steps**	**minutes**	Assistant Superintendent, Mr. Jose Carrion Director of Funded Programs, Dr. Michelle Cardwell Kirsten Ruglis
	Purpose/Goal: To ask questions for further information. To clarify observations. To determine additional data. To collectively identify potential strategies. To summarize where we are to date. To ensure action steps and responsibilities are clear. **Outcome:** To have additional ideas to complete the SCEP.		

- **Next Meeting:**

ADDENDUM

II – School-level

A. School Overview

* Signed PMS SCEP 2012-13

2012-13
SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)

SCHOOL NAME	**Poughkeepsie Middle**	**CONTACT NAME**	**Mrs. Phee Simpson**
PHONE	**(845) 451-4802**	**E-MAIL**	**psimpson@poughkeepsieschools.org**

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.
Approval is required no later than three months following the designation of the school as a Focus or Priority School and shall be subject to the approval of the commissioner, upon request.

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT	**Dr. Laval S. Wilson**	Laval S. Wilson	12/21/12
PRESIDENT, B.O.E.	**Mr. Ralph Coates**	Ralph S. Coates	12/21/12

SCHOOL LEADERSHIP TEAM:

Each LEA should have a single School Leadership Team (DLT) and a single comprehensive education plan. Plan development must include all constituencies in the community as required under the Shared Decision Making Plan (CR 100.11). Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included.

Name	Title	Name	Title
Phee Simpson	Principal	Carey Daley	Coach
David Scott	Assistant Principal	Steven Hicks	Coach
Andrea Clevenger	Assistant Principal	Charlene Smart	Parent
Da'Ron Wilson	Assistant Principal		

TENET I: DISTRICT LEADERSHIP AND CAPACITY
ADD ROWS AS NEEDED

1.1 District has a comprehensive approach for recruiting, evaluating, and sustaining high quality personnel that affords schools the ability to ensure success by addressing the needs of their community.			
A. - C., E. – F.	**D. Activity**	**G. Fund Source(s)**	**H. School Cost**
SEE DCIP (leave blank)			

1.2 District is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.			
A. - C., E. – F.	**D. Activity**	**G. Fund Source(s)**	**H. School Cost**
SEE DCIP (leave blank)			

1.3 District leadership has a comprehensive explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents that is robustly communicated.			
A. - C., E. – F.	**D. Activity**	**G. Fund Source(s)**	**H. School Cost**
SEE DCIP (leave blank)			

1.4 District has a comprehensive plan to create, deliver, and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.			
A. - C., E. – F.	**D. Activity**	**G. Fund Source(s)**	**H. School Cost**
SEE DCIP (leave blank)			

1.5 District promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.			
A. - C., E. – F.	**D. Activity**	**G. Fund Source(s)**	**H. School Cost**
SEE DCIP (leave blank)			

TENET II: SCHOOL LEADER PRACTICES AND DECISIONS

2.1 The district works collaboratively with the school(s) to provide opportunities and supports for the school leader(s) to create, develop, and nurture a school environment that is responsive to the needs of the entire school community.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)			

2.2 Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).

A. Major Recommendation and Report Citation	B. Goal	C. Targets
The school principal is key to leading the process of a shared vision for the school.	The school principal and her designees will be the instructional leader who promotes success of all students through clear communication, immediate feedback to staff, students, and parents and consistently and continuously sharing the vision.	The school leader will ensure that the vision of the school is shared and articulated through a series of communication systems (i.e. faculty meetings, department or team meetings, morning announcements, school newsletter).
The school leaders foster and encourage a culture of high expectations and success for all students.	Teachers will be accountable and held accountable for incorporating high expectations in their classrooms.	100% of teachers will implement and articulate the 10 effective strategies for high expectations.
The plan of action of the SCEP needs to be shared and serve as a living document to all stakeholders in the building.	The School Leadership Team will maintain a cohesive and simple SCEP that prioritizes the needs of the school in order to maintain focus and make the goals of the plan achievable.	100% of PMS staff will have access to the SCEP document and develop their team and individual plan of action on how they will support the plan.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Staff will receive Professional Development on 10 effective strategies for establishing high	September 2012-June 2013	School Based Shared Decision Making Team	General Fund 611 Fund Sources	PCSD Salaries Portion of 15%

expectations. 1. Classroom Motivation and Management Plans 2. Bell-to-Bell Teaching 3. Classroom Organization 4. High Expectations 5. Communicating Expectations 6. Actively Engaging Students 7. Keeping Students on Target 8. Providing Relevant Feedback 9. Grading Practices 10. Managing Behavior Issues			(Intervention Strategies)	allocation
Student Assemblies- Award assemblies will be held for students to receive awards for meeting high expectations and students will model how they meet the high expectation.	Bi-Monthly	Building Principals Designated Assistant Principals Designated Classroom Teachers	General Fund	PCSD Salaries Materials and Supplies
Grade Level/Faculty Meetings- Classroom teachers will present to their colleagues, what their grade level is doing to align their practices to the 10 effective strategies of high expectations.	Monthly	All Instructional Staff (Administration and Teachers)	General Fund Title I	Salaries

2.3 Leaders effectively use evidenced based systems to examine and improve individual and school wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social –emotional developmental health) that makes progress towards mission critical goals.				
A. Major Recommendation and Report Citation	**B. Goal**		**C. Targets**	
School based shared decision making team will need to be reestablished (part 100.11) to use evidenced based systems to examine and provide input based on individual and school wide practices in student achievement, curriculum implementation, leadership development, community/family engagement and student development.	The School Based Shared Decision Making Team will be provided with data gathered related to evidenced based walk-throughs to discuss findings and will provide feedback and recommendations to address improving student achievement, curriculum implementation, leadership development, and community/family engagement and student development.		By June 2013, 100% of Classroom teachers will have two informal and one formal observation to provide feedback that will address student achievement. 80% of classroom teachers will score a fair evaluation based on the implementation of the CCLS and the HEDI provided by SED. (This information is based on SED indicating that students' scores will drop the first year).	
The school leadership team (Principals, Coaches, Sub-Committee Chairpersons) will have access to a host of data about the students and classrooms and grade levels addressing the individual needs of our students, as well as in the sub-groups (African American, Economically Disadvantaged & Students with Disabilities) not making AYP.	Various progress monitoring will be implemented and shared by all and with all teaching staff, as well as growth models.		100% of classroom teachers will be provided their student data that will help drive instruction to improve AYP.	
Under the leadership of the building principal, assistant principals and coaches will provide embedded professional development and hands-on coaching classroom techniques based on formative assessments and student work.	The leadership of the school will create a schedule for teachers that will include classroom visits utilizing coaching techniques such as co-teaching, demonstration lessons, modeling, etc.		100% of all ELA and Math Teachers, as well as other content area teachers will be provided with professional development based on the CCLS.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
The building Principal will work with the different associations/unions to recruit qualified members, as well as with the PTA and Community Based	November 2012, - January 2013	Building Principal PPSTA President	General Fund	PCSD Salaries

Organization to develop a shared decision making team.		Paraprofessional President PTA President CBOs		
Bi-Annually- Maps Assessments will be conducted, Mid-Year Progress Assessment.	September 2012 – June 2013	Administrators, All Teachers and Coaches	District Funds, RTTT & Anticipated SIG Funds	Portion of District Funds (BOCES COSER)
The leadership team will develop a schedule with a formal agenda related to providing embedded professional development that deals with the level of interpreting formative assessments to determine how to change their teaching practices and how students will learn.	On-going	Administrators, Teachers	District Funds Title I	Salaries

2.4 Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.

A. Major Recommendation and Report Citation	**B. Goal**	**C. Targets**
Identify and address instructional needs in areas of Staff, Technology and Part 100 requirements.	Based on being awarded the SIG, the Master schedule for 2013-14 will reflect the needs of the school by including the 200 hours of extended learning time, thus providing AIS and enrichment opportunities for all students.	Increase in Math Teachers for grades 7&8 grades to provide students with 2 periods of math, which would include one period of AIS. 100% of classrooms will have some sort of interactive Technology integration in instructional delivery (SQR p. 5).
The District needs to hire a pedagogical instructional technology administrator to develop a technology plan that includes the dire needs of the Poughkeepsie Middle School, as well as	Upon hiring a Technology Director, the PMS will work collaboratively to develop a needs assessment and will begin to work with the Special Projects director to begin seeking grants that	The District will hire a Director of Technology to assist the PMS to begin moving in the right direction related to technology and the day-to-day integration in everyday instruction.

providing quality embedded professional development to integrating technology into the day to day instruction in each classroom.	will support the technology plan to provide the PMS with the necessary upgrades and adequate equipment throughout the school building.			
The district will apply for the competitive School Improvement Grant (SIG) based on its priority status.	The district will submit their letter of intent for the SIG at the PMS. The PMS will develop a team to begin working on the SIG.		The Office of Curriculum and Instruction will work collaboratively with the building principal and the shared leadership team, as well as including the entire staff during the process of writing the SIG.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Recruiting and hiring highly effective Math Teachers to be in compliance with AIS.	June 2013	Administrators, Math Coach & Teacher	Anticipated SIG Funds	TBD
The PMS Leadership Team will assist in the process or writing a viable technology plan for the district that meets the needs of the students and staff at the Poughkeepsie Middle School.	June 2013 – ongoing	Technology Dept., Asst. Supt of Pupil Personnel & Administrators	Anticipated SIG Funds	TBD
The building principal will facilitate weekly embedded professional development activities with the appropriate staff members, community members and parents based on the questions and templates included in the SIG application.	December 2012-January 2013	Assistant Superintendents of Curriculum and Instruction and Pupil Personnel Services Building Principal PMS Committees and Sub-Committees Building Level Coaches Building Level Assistant Principals	General Fund	Salaries

2.5 The school leader has a fully functional system in place to conduct targeted and frequent observations, track progress of teacher practices based on student data, feedback and professional development opportunities and holds administrators and staff accountable for continuous improvement.				
A. Major Recommendation and Report Citation	**B. Goal**		**C. Targets**	
Develop protocol to provide evidenced based data to all staff in a meaningful user friendly format.	The staff will receive feedback related to the observations made that are school wide areas in need of improvement .		100% of all teachers in core subject areas will have access to data to self-reflect on their instructional practices.	
Administrator Leadership Team (including coaches) will conduct formal and informal observations providing timely feedback to teachers.	Informal observations/walk-throughs will be done at least bi-monthly by the Administrator Leadership Team.		100% of all teachers will have at least 4 informal observations with timely feedback for continuous instructional improvement.	
Provide staff with Professional Development of local systems to disaggregate data based on individual students' assessments in order to provide opportunities for student success.	That staff will be able to interpret and use data for student growth.		100% of all teachers will be trained on how to use data to drive instruction.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Team Meetings, Dept./Grade Level Meetings and Faculty Meeting.	September 2012- June 2013	Administrators, Coaches	General Fund Title I	Salaries Portion for Materials
The building principal and assistant principals will review lesson plans on a weekly basis and collect data that reflects students are receiving their assessment feedback in a timely manner.	Weekly September 2012 – June 2013	Building Level Administration	General Fund	Salaries

The building principal will provide all staff members with all the primary sources of data pertaining to SLOs, Statewide assessments, IST and PBIS school wide attendance and insubordination, as well as interim assessments. This will provide teachers a data source to view, utilize and work collaboratively with colleagues to drive instruction and programs effectively.	On-going	Director of Testing and Evaluation Principal and Assistant Principals Coaches Teachers	General Fund Title I Funds	Salaries Materials and Supplies
The Administrative Leadership Team will undergo a workshop where a process will be developed to conduct walkthroughs that are evidenced-based and provide concrete feedback to classroom teachers. This will be consistent and uniformed for all designated staff members conducting observations/walkthroughs.	Sept. 2012 - Ongoing	All Administrators and Staff	District Funds, RTTT, Anticipated SIG Funds	Salaries Portion of RTTTT Portion of Anticipated SIG Funds

TENET III: CURRICULUM DEVELOPMENT AND SUPPORT

3.1 The district works collaboratively with the school(s) to provide opportunities and supports connected to the implementation of a comprehensive curriculum that is aligned to the Common Core Learning Standards (CCLS) is inclusive of the arts, technology and other enrichment subjects in a data-driven culture.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)			

3.2 The school leader and staff support and facilitate a quality implementation of a rigorous and coherent curriculum aligned to the Common Core Learning Standards (CCLS) in Pre K-12.		
A. Major Recommendation and Report Citation	**B. Goal**	**C. Targets**
Align current curriculum to the CCLS. (SQR p.3)	Complete CCLS curriculum alignment for all core subject areas, including technical subjects.	100% of ELA & Math teachers will implement the CCLS through the Aligned Balanced Curriculum. 100% of teachers in the other content areas (i.e. Social Studies, Science, Physical Education, etc.) will infused the CCLS into the Curriculum implemented. 100% of teachers' lessons plans/unit will align with the ABC Curriculum and CCLS and reflect differentiated instruction.
Update current common formative and interim assessments with the modules in the CCLS that are reflected in the district's web-based Aligned Balanced Curriculum (ABC).	Create curriculum embedded formative assessments for all core subject areas, including technical subjects.	All PMS teachers will administer two formative assessments for each quarter and review data in order to plan effective instruction by June 2013.
Implement a three day process (conduct assessment, gather data, and develop instruction based on the data) related to rigorous formative assessments as intended through the modules in the CCLS.	The teachers will utilize appropriate processes and provide students with adequate feedback to ensure that the needs of ELLs, SWDs, and low and high achievers are being adequately met.	100% of teachers will develop and utilize interim assessments to increase rigor and provide students with the 3 day process as articulated in the modules of the CCLS.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
PD- Aligned Balanced Curriculum Planning in Literacy with Common Core Standards. (SQR p.3) Staff will be provided PD focused on differentiation. • Instructional Strategies • Instructional Resources How to access, use and apply complex informational text at grade level.	Sept. 2012 – June 2013 July 2012	SED, DC BOCES, Central Office Staff, Principal, Designated School Staff Members & Jackie Dennis, Pearson's Consultant All ELA, SS, Sci., Art and Technology teachers	District Funds, RTTT, Title IIA, Anticipated SIG Funds	Portion of Federal Funds $50,000 Portion of allotment for Curriculum Writing from the General Fund
PD- Using the Common Core in a Standards Based Mathematics Classroom.	Sept.2012 – June 2013 TBA (prior to curriculum writing)	SED, DC BOCES, Central Office Staff, Principal, Designated School Staff Members & Pearson's Consultant All Math teachers	District Funds, RTTT, Title IIA, Anticipated SIG Funds, 611	Portion of Consultant salary dedicated to PMS District and Title Salaries Portion of RTTTT
PD- Performance Based Assessments for ELA and Math.	1 Day workshop TBA (prior to curriculum writing)	Pearson's Consultant All ELA and Math teachers	District Funds, RTTT, Title IIA, Anticipated SIG Funds	$3,000.00
Curriculum Writing to realign PCSD core area subject curriculums (ELA, Math, Science, and Social Studies) to the modules in the CCLS and create formative assessments for each core area.	Two Saturdays a month from Oct. 2012-Jan. 2013-8 days.	Priority given to previous curriculum authors if all ELA, Math, Science, Social Studies teachers and coaches cannot be included in the writing.	District Funds, RTTT, Title IIA, Anticipated SIG Funds	Portion of Federal Funds $50,000 Portion of allotment for Curriculum Writing from the General Fund

Curriculum writing to align technical subjects to the modules in the CCLS.	Two Saturdays a month: Nov. 2012- Jan. 2013	Art, Music, technology and Home and Careers	District Funds, RTTT, Title IIA, Anticipated SIG Funds	Portion of Federal Funds $50,000 Portion of allotment for Curriculum Writing from the General Fund

3.3 Teachers ensure that unit and lesson plans that are aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content.		
A. Major Recommendation and Report Citation	**B. Goal**	**C. Targets**
Define explicit, researched based strategies that will support the learning of all students including ELLs and SWDs.	Teachers will utilize Content Enhancement Routines to create all units/lessons.	Teachers will submit Content Enhancement Unit Organizers (in lieu of weekly lesson plans) to administration for review in order to reflect the CCLS and its modules.
Lesson plans and unit design will be CCLS, higher order thinking, and the deep conceptual understanding and knowledge around specific content.	Have a common lesson plan and unit design that reflects teaching that goes from simple concepts to more complex concepts and incorporates all of the shifts in the CCLS.	100% of the lesson plans will reflect higher order thinking and deep conceptual understanding and knowledge around specific content.
Assessments will establish the level of rigor to ensure that differentiation of instruction is adequately implemented.	Teachers will include lesson and assessments that will have opportunities for students to formulate judgments and higher order thinking skills (Bloom's Taxonomy).	Teachers will develop their assessments based on the modules of the CCLS prior to begin teaching the module.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
PD on Content Enhancement for all staff. Help teachers develop a common lesson plan and unit design that include significant tasks from the ABC and CCSL with routine assessments. *Coaches trained in Content Enhancement Organizers to turnkey information to new staff.	Multiple days TBD throughout the 2012- 2013 school year	*Dee Berlinghoff, Mount St. Mary	District Funds, RTTT, Title IIA, Anticipated SIG Funds	Portion of the Federal Funding Salaries
Coaches facilitate Thursday CCLS Meetings to create unit organizers.	Weekly throughout the 2012- 2013 school year	Coaches and content area teachers	District Funds, RTTT, Title IIA, Anticipated SIG Funds	Salaries Portion of the designated Federal Funds

3.4 The school leader and teachers ensure that teacher collaboration within and across grades and subjects exist to enable students to have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
The master schedule will allow for all students to earn the required units as per Part 100.	Create a master schedule for the 2013-2014 school year that incorporates a 9 period day (Compliance to Part 100).	All students will earn the required units as per Part 100 upon exiting the middle school.
Develop a schedule that is innovative and provides all students with opportunities through interdisciplinary teaching based on their individual strengths (enrichment) and areas of need of improvement.	With the anticipated SIG Funds the school leadership team will begin this work during the pre-implementation period beginning in the Spring 2013.	The pre-implementation period will consist of the Master Scheduling Team to meet bi-weekly to brainstorm and develop a schedule that is not traditional in scope but still meets the needs of Middle School Unit requirements.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
In-house training: All school leaders become knowledgeable of the commissioner's regulations on Part 100 and PMS's deficiencies on Part 100.	October 2012	guidance, administration, coaches	District Funds, RTTT, Title IIA, Anticipated SIG Funds	Salaries

Form a master schedule committee.	October 2012	Administrators, Guidance, Coaches	District Funds, RTTT, Title IIA, Anticipated SIG Funds	Salaries
Plan a district level meeting to discuss staffing plan for 2013-2014 school year.	November 2012	Administrators, Guidance, Coaches	District Funds, RTTT, Title IIA, Anticipated SIG Funds	Salaries
Develop a timeline for completing 2013- 2014 master schedule.	November 2012	Administrators, Guidance, Coaches	District Funds, RTTT, Title IIA, Anticipated SIG Funds	Salaries

3.5 The school leader and teachers develop a data-driven culture based on student needs, assessments, analysis, which leads to strategic action planning that informs instruction and results in greater student achievement outcomes.

A. Major Recommendation and Report Citation	**B. Goal**	**C. Targets**
Building administrators need to establish clear expectations for existing meeting structures.	(1) Administration will create a monthly schedule for existing meeting times (faculty meetings) that outlines discussion topics. (2) Create a weekly schedule that outlines how meeting times are to be used.	Information gathered from learning walks shows that a minimum of 80% of staff incorporate the information from the monthly faculty meeting PD and adhere to set instructional expectations.
Existing meeting structures should be used to disaggregate data based on students' assessments to determine the areas of improvement (re-teaching) and enrichment opportunities.	Create monthly schedule focusing on how to effectively read/analyze data and use it to guide instruction, MAPs, formative assessment data, and NYS Assessment Results.	A minimum of 80% of the teachers keep an updated Teacher Assessment Notebook to organize and review data, along with teachers created lesson/Unit Plans that address class deficiencies as noted from analyzing student data. The NYS ELA and Math Scores are expected to decrease based on the first year implementation of the CCLS, the target is to drop in accordance to the expectation of the SED and not any lower.
Use consistent progress monitoring tool.	Teachers will use MAPS and district created Mid-Year Growth Assessments.	All teachers will bring progress monitoring results to discuss and address common areas of concerns to weekly Literacy and Math Meetings.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Leadership Team meets to create monthly discussion topics.	Sept.-Oct. 2012	Administration, coaches	District Funds, RTTT, Title IIA, Anticipated SIG Funds	Salaries
Leadership Team meets bi-monthly to discus NYS Assessment, MAPs, and Formative Assessment data.	2012-2013 school year	Administration, coaches	District Funds, RTTT, Title IIA, Anticipated SIG Funds	Salaries
Leadership Team prepares monthly PD on agreed upon discussion topics and delivers said PD during monthly faculty meetings.	2012-2013 school year	Administration, coaches	District Funds, RTTT, Title IIA, Anticipated SIG Funds	Salaries
Coaches provide PD on reading/analyzing data and using data to plan instruction.	2012-2013 school year	Administration, coaches	District Funds, RTTT, Title IIA, Anticipated SIG Funds	Salaries
Leadership Team conducts learning walks to gain knowledge on the implementation of monthly PD, as well as, the use of data to guide instruction.	2012-2013 school year	Administration, coaches	District Funds, RTTT, Title IIA, Anticipated SIG Funds	Salaries

TENET IV: TEACHER PRACTICES AND DECISIONS

4.1 The district works collaboratively with the school(s) to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and accounts for student data, needs, goals, and levels of engagement.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)			

4.2 Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.				
A. Major Recommendation and Report Citation	**B. Goal**		**C. Targets**	
Provide professional development to teachers and administrators on the methodology and delivery of the defined strategies in order to build knowledge and skills to apply to daily classroom practice (SQR p. 4).	Teachers become proficient in designing lessons that promote high levels of student engagement and inquiry.		80% of teaching staff incorporate the 9 Instructional Strategies on a weekly basis (as evident in their submitted lesson/unit plans).	
Build a professional learning community that reflects the Regents Reform Agenda.	Teachers will apply their professional group forum studies, readings and other resources and apply it to their delivery of instruction in the classroom.		Teachers will add comments into the Aligned and Balanced Curriculum page identifying the outcomes of utilizing the newly learned information in order to allow principals, assistant principals, and coaches to drive best practices.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Purchase 35 copies of • Classroom Instruction that Works- Marzano, Pickering, and Pollock • Teach Like a Champion-Lemov • Comprehension and Collaboration: Inquiry Circles in Action- Daniels and Harvey • The Living School – Jerry Rice (25 already purchased)	By November 2012	Each Grade Level Administrator	District Funds, anticipated SIG Funds	Cost of Books
Organize Book Study Groups at each grade level. Each grade level will read 1 book each quarter. Rotate books through each grade level.	October 2012	Each Grade Level Administrator, coaches	District Funds, anticipated SIG Funds	No additional cost
Book Study Groups meet at Department meetings (1 day each month).	November 2012-June 2013	Each Grade Level Administrator, coaches, all teaching staff	District Funds, anticipated SIG Funds	No additional cost

4.3 Teachers provide coherent, Common Core Learning Standards (CCLS) based instruction that leads to multiple points of access for all students to achieve targeted goals.		
A. Major Recommendation and Report Citation	**B. Goal**	**C. Targets**
Building administrators should define explicit, researched-based strategies that will support the learning of English Language Learners, Students with disabilities, and other students that have not mastered reading, writing, or math foundational skills (SQR, p.4).	Identify explicit, researched based strategies that support the learning of English Language Learners and Students with disabilities. All staff will be trained to effectively to work with ELLs and meet their needs in order to improve student achievement (SIOP Training, Transitional Services for former LEP Students, and SIFE).	100% of staff have an understanding and utilize selected data informed best practice strategies.
There is a disparity between the number of support staff and the number of students requiring support in levels 1 and 2 (in particular level 1 students).	Hire two additional reading specialists and three math specialist to support the learning of targeted general education students, ELLs and SWDs.	Each specialist will work with five groups of students during a 10 week cycle. Specialists will monitor progress to determine continuation of service.
Revise and articulate and AIS/RTI plan that addresses the needs of students. Decreased fiscal resources have impacted successful implementation.	Implement AIS for all identified students in the areas of ELA and Math. All administrators and staff understand the AIS/RTI continuum of services, as well as, the roles and regulations of AIS staff as per Part 100. Coaches will receive intense professional development on RTI/AIS continuum of services and data informed best practices. AIS teachers will receive intense professional development on the instructional strategies based on student needs.	100% of identified students are scheduled for AIS in the areas of ELA and Math. 100% of the faculty and staff have an understanding and application, as appropriate, to their role. There will be a school wide RTI/AIS plan implemented for the 2013-2014 school year. For the 2012-2013 school year, the staff that has AIS responsibilities will have intense pd on data informed best practice strategies.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Leadership team determines explicit, researched based strategies to support the learning of SWDs and ELLs and other students that have not mastered reading, writing, or math foundational skills	October-November 2012	Administration, coaches, ESL Coach, DC BOCES, BETAC support	District Funds, anticipated SIG Funds	Salaries
PD to Staff on: • SIOP, Transitional Services for former LEP Students, and SIFE • AIS/RTI Continuum of Services • Data informed best practices	2012-2013 school year	Central Administration, building administration, coaches, ESL Coach DC BOCES, BETAC support	District Funds, anticipated SIG Funds	Salaries
Master schedule created that includes AIS for Math (all grade levels).	2012-2013 school year	Administration, coaches, guidance, central office staff	District Funds, anticipated SIG Funds	No additional cost
Renew license for Flocabulary and provide refresher course for staff.	November 2012	Careyanne Deyo, School Support Specialist for Flocabulary		$1200.00 for license renewal

4.4 Teachers create a safe environment that is culturally responsive, tailored to the strengths and needs of all students and leads to high levels of student engagement and inquiry.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
Continue implementation of School Wide Systems of Positive Behavior Supports (SQR p.5)	Reestablish a PBIS committee that consists of administration, guidance, teachers, and parents (PTA).	PBIS committee meets on a monthly basis. Minutes are shared with staff.
Have common language for PBIS and communicate student expectations and behavioral supports to parents and the community.	All staff, students, and parent/guardians of PMS students are knowledgeable in our PBIS and student behavioral expectations.	There is at least one teacher, student, parent and administrator present at all PBIS meetings.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
PBIS committee determines school wide expectations and behavioral supports.	Fall 2012	Administration, teachers, PTA	District Funds, 611 Funds, anticipated SIG Funds	No additional cost
PBIS Committee provided PD to staff on behavioral supports and school wide expectations.	October 2012	PBIS committee, all PMS staff	District Funds, 611 Funds, anticipated SIG Funds	Supplies
PD is provided to parents on behavioral supports and school wide expectations.	November 29th, 2012	PBIS Committee	District Funds Title I, Title II, 611 Funds	Part of Set Aside for Parent Involvement and Engagement
Quarterly PBIS presentations to students outlining expectations and goals.	Quarterly presentations	PBIS Committee and Administrations	District Funds, 611 Funds	Supplies

4.5 Teachers use a variety of data sources including screening, interim measures and progress monitoring, to inform lesson planning, develop explicit teacher plans, and foster student participation in their own learning process.		
A. Major Recommendation and Report Citation	**B. Goal**	**C. Targets**
There needs to be consistent progress monitoring for all students, particularly those not meeting NYS Standards/CCLS.	Maintain consistent progress monitoring for all students not meeting NYS Standards/CCLS in ELA and Math.	All ELA and Math teachers will submit quarterly progress reports to administration.
Include student work and assessments to determine growth.	Data days will be held three times a quarter during Literacy and Math meetings to share progress-monitoring results.	All teachers will bring progress monitoring results to discuss and address common areas of concerns to weekly Literacy and Math Meetings.
Develop assessments that demonstrate the rigor as indicated in the CCLS and are aligned to the modules.	Teachers will use district created (interim assessments) progress-monitoring tools to screen and progress monitor students.	All teachers will bring progress monitoring results to discuss and address common areas of concerns to weekly Literacy and Math Meetings.
Provide students opportunity to reflect and utilize rubrics and other sources to monitor their own progress facilitated by classroom teachers and/or advisors.	Students will create personal data charts to monitor progress during AIS.	Students will show growth on each given assessment.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Train teachers on how to use EasyCBM.com	October 2012	Literacy and Math Coach	Title II	Salaries
Purchase site license for NYLearns.org and train teachers to use site to create custom assessments	November 2012	Administration	District Funds, anticipated SIG Funds	TBD
Organize/plan for Tri-quarterly review of progress monitoring data	Nov. 2012- June 2013	Literacy and Math Coach	District Funds, anticipated SIG Funds	

TENET V: STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

5.1 The district creates policy and works collaboratively with the school(s) to provide opportunities and resources that positively support students' social and emotional developmental health.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)			

5.2 The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
Have a system that focuses on a holistic approach to working with students.	Create a representative shared decision making team that looks at multiple sources of data and makes school wide recommendation to improve student performance and teacher practice. Use an IST model that includes a defined process and data to support the needs of individual students.	Leadership team is in place for 2012-2013 that includes the principal, the assistant principal, the IST Chairs, the coaches, the PBIS coordinator, an IHE member and a PTA representative. In 2012-2013, all IST's will be updated and the coaches will be included in the process.

Develop and implement an AIS program that meet the requirements of part 100.1	Hire sufficient staff with anticipated SIG Funds and follow the RTI continuum including AIS as per our AIS/RtI Plan.		AIS will be offered as part of the RTI continuum and will meet the data driven needs of students. 100% of AIS teachers will be trained in best practice strategies.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Establish a Shared Decision Making Team including clearly defined purposes and outcomes/roles and responsibilities.	November 2012	Building Principal and participants	District Funds	Salaries
IST Membership will include the academic coaches on the IST and provide appropriate professional development as needed.	November 2012	Early Intervention Specialists	General Fund 611 Funds	Salaries Materials and Supplies
Create a master schedule, and most importantly, an instructional program within classroom time that includes AIS components. Define the program expectations and outcomes as per the district RTI plan. Provide professional development as needed.	2012-2013 on going	Building Principals Guidance Counselors Coaches Designated Staff members	General Fund and Anticipated SIG Funds for preliminary work	Salaries TBD

5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.

A. Major Recommendation and Report Citation	**B. Goal**	**C. Targets**
The school community shares a responsibility for teaching and promoting appropriate behavior and consequences.	To create a school building where students will feel safe and that is conducive to learning.	100% of the school community promote appropriate behavior and effective consequences.
The School Community shares the same common language and protocols that encourage and promote student achievement.	Utilize the PBIS, to establish protocols and provide embedded professional development related to common language and protocols that is uniformed school wide.	100% of staff, instructional and non-instructional will developed common language and protocols in adult to student relationships.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Monthly Principal's Newsletter to Parents promoting appropriate behavior (attendance and homework).	2012-2013 school year	Principal and designated staff based on the topic to be discussed	District Funds	Supplies
Breakfast of Champions for high honor roll students on a quarterly basis.	2012-2013 school year	Principal and designated staff	District Funds, 611 Funds	Supplies
Perfect Attendance Ice Cream Social for students monthly.	2012-2013 school year	Principal, Assistant Principals, Guidance Counselors, PBIS Team	District Funds, 611 Funds	Supplies
Individual grade level teams implement student incentives.	2012-2013 school year	Middle School Grade Level teams and students	District Funds, 611 Funds	Supplies

5.4 All school constituents are able to articulate how the school community is safe, conducive to learning, and fosters a sense of ownership that leads to greater student outcomes.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
There is a need for a school wide support of character education.	School wide implementation and follow through of Character Counts.	100% of school wide participation in Character Counts.
PBIS Expectations will be reinforced building wide Character Counts program.	All staff will receive professional development on the PBIS Expectations that have already been established in the building.	100% of the staff will participate and carry out PBIS Expectations.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Teachers provide instruction on behavior expectations, embedded into the Rituals and Routines (Character Counts).	Almost Daily	All Staff	District Funds, 611 Funds	Supplies
PBIS committee reviews information presented in Character Counts in order to facilitate professional development to staff.	2012-2013 school year	PBIS Team members	District Funds, 611 Funds	Supplies

5.5 The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.				
A. Major Recommendation and Report Citation	**B. Goal**		**C. Targets**	
The administrators and the IST chairs will receive monthly discipline and attendance reports.	Teachers will use the IST as a problem solving body of at risk academic students.		All teachers will use the IST as a problem solving body for students at risk of meeting academic expectations.	
Analyze and use academic, attendance, and discipline data on a monthly basis.	At leadership meetings data will be used.		Data will be used at 80% of all leadership meetings.	
Identify the high frequency of infractions and target supports to address specific needs.	Teachers will become familiar with and use RTIM, Datacation (data sets) to log student progress in academics, behavior, and attendance.		100% of teachers will use RTIM and Datacation to log student progress.	
Create a DASA committee.	Monthly meetings held with PBIS committee.		DASA committee will be created by December 2012.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
The information that is provided to IST regarding discipline and attendance (patterns and trends) will be shared with staff at monthly faculty or department meetings.	Sept. 2012-June 2013	Administrators, IST Chairs, all staff	District Funds, 611 Funds	Supplies
Discuss the trends in a Shared Decision Making Team to progress monitor discipline and attendance.	Monthly	Administrators, IST Chairs, all staff	District Funds, 611 Funds	Supplies
PBIS team reviews discipline data to determine trends and patterns.	Monthly	PBIS Team IST Team	District Funds, 611 Funds	Supplies
Roll out of DASA to all faculty, students, and parents.	Schedules to be determine Student Assemblies, Parent Nights, Faculty Meetings	All Staff Students Parents	General Fund	Salaries

TENET VI: FAMILY AND COMMUNITY ENGAGEMENT

6.1 The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.			
A. - C., E. – F.	**D. Activity**	**G. Fund Source(s)**	**H. School Cost**
SEE DCIP (leave blank)			

6.2 The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school leading to increased student success.		
A. Major Recommendation and Report Citation	**B. Goal**	**C. Targets**
Increase positive parental involvement and engagement that help to foster the academic and social development of students.	The Poughkeepsie Middle School will increase their activities for parents during and outside of the regular school day.	The Poughkeepsie Middle School will increase their activities by 20% from the previous year and attendance will be recorded to ensure that parental engagement has increased.
Provide families with choices and opportunities to engage around their interests and needs addressing autonomy, relevance and flexibility with topics.	To ensure that families feel a sense of connectedness and trust with the principal and staff at PMS.	Increase the number events, types of events, and number of parents attending meetings and events at PMS.
Ensure that parents are well informed about the happenings at PMS including academic expectations, assessments, and events.	Communicate with parents by providing important information on current activities and news.	Communicate with parents at least once per month by providing families with important information on current activities and news regarding PMS.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Send newsletters home periodically. Use recorded phone messages automatically dialed to students' homes. Hold school meetings, and provide transportation and baby-sitters. Make recorded messages available to parents in primary languages, and have translators available for parent/teacher meetings.	Ongoing throughout the school year.	Principal, Assistant Principals, District Parent Liaison, PTA Members, Selected staff members	General Fund Title I Title III	PCSD Salaries Parent Involvement and Parent Engagement Set Aside
Harvest Festival	October 2012	Principal, Assistant Principals, District Parent Liaison, PTA Members, Selected staff members	General Fund Title I Title III	PCSD Salaries Parent Involvement and Parent Engagement Set Aside
State Assessment Information- Parents will be given information on the upcoming state assessments, take sample tests, and administration will review our NYS Report Card.	Spring 2013	Principal, Assistant Principals, District Parent Liaison, PTA Members, Selected staff members	General Fund Title I Title III	PCSD Salaries Parent Involvement and Parent Engagement Set Aside
Parent University: Parents can sign up for a variety of workshops that would address specific needs of the parents.	Spring 2013	Principal, Assistant Principals, District Parent Liaison, PTA Members, Selected staff members	General Fund Title I Title III	PCSD Salaries Parent Involvement and Parent Engagement Set Aside
Bridge Program for incoming 6th Graders and Outgoing 8th graders.	March 2013 & May 2013	Principal, Assistant Principals, PTA Members, Selected staff members	General Fund Title I Title III	PCSD Salaries Parent Involvement and Parent Engagement Set Aside

International Food Festival	Spring 2013	ESL Teachers, District Parent Liaison, PTA Members	General Fund Title I Title III	PCSD Salaries Parent Involvement and Parent Engagement Set Aside

6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.				
A. Major Recommendation and Report Citation	**B. Goal**		**C. Targets**	
Increase the proficiency of parents in the use of Datacation and or Pupil Pathway to improve communication with their child's teacher about academics and behavior.	Parents will be provided with information and training on how to access Pupil Pathway through workshops and correspondence.		100% of parents will have access to and be able to use Pupil Pathway.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Have a Technology Night for parents to receive their passwords and familiarize themselves with Pupil Pathway.	May 2013	Administrators, Guidance Counselor &Tech. Central	General Fund Title I	PCSD Salaries Parent Involvement and Parent Engagement Set Aside

6.4 The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.		
A. Major Recommendation and Report Citation	**B. Goal**	**C. Targets**
Establish working relationships with CBO's to support our families. (i.e. Dept. of Mental Health, Probation Dept., Dutchess Outreach, Planned Parenthood, etc.)	To provide families with information regarding the events and programs available through local community based organizations.	To hold at least one event in which Community Based Organizations are available to share with parents and families.
Improve parent participation and awareness of events at PMS.	To increase parent participation in school wide programs and events.	To increase the number of both new and returning parents who participate in school

			wide events.	
Increase the collaboration between PMS and Community Based Organizations .	To provide opportunities for community agencies to participate in school activities.		To begin to partner with at least one additional community based organization for the 2012-2013 school year.	
To ensure all students are meet College and career readiness expectations.	To provide a college and career fair exhibit for students in all grades .		To schedule a college and career fair exhibit which will be available for all students and their parents to visit.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Schedule a District-wide Parent University.	2012- ongoing	Central Administration, Administrators, Guidance Counselor, Social Worker, School Psychologist, District Parent Liaison	General Fund Title I Title III	PCSD Salaries Parent Involvement and Parent Engagement Set Aside
Parent workshops (topic to be determined by survey through PTA).	December 2012, March 2013	District Family Liaison Principal PTA	General Fund Title I	PCSD Salaries Parent Involvement and Parent Engagement Set Aside
Schedule opportunities for Community Based Organizations to provide information at scheduled events.	September 2012 November 2012 March 2013	Principal Assistant Principal PTA Social Worker Selected teachers	General Fund Title I	PCSD Salaries Parent Involvement and Parent Engagement Set Aside

6.5 The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.				
A. Major Recommendation and Report Citation	**B. Goal**		**C. Targets**	
Improve the report card and the communication between school and parents.	To create a more user-friendly system for parents to be able to access their child's academic information for all the local & state testing.		100% of parents receive and use the pupil path system.	
Have an Open Forum Data Night for parents to share the school report card and explain it with a Q&A session.	Have parents understand the position of the school district and become partners in helping us move forward.		75% of parents attend the sessions and commit to becoming a partner in helping us move our school into good standings with NYSED.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Have several Open Forums throughout the year to ensure that you reach all parents to talk about data.	Various times throughout the school year.	Administrators, Guidance Counselors, Central Administrators, District Parent Liaison, Selected teachers	District Funds Title I	PCSD Salaries Parent Involvement and Parent Engagement Set Aside
Design and provide parents with a guide on how to interpret the anticipated new revised report card, as well as their AIS progress reports.	February (2nd Semester – 2013)	Administrators, Designated Teachers Coaches	District Funds Title I	PCSD Salaries Parent Involvement and Parent Engagement Set Aside

ADDENDUM

II – School-level

D. School Leadership

* School Principal Resume – Phee Simpson
* Assistant Principal PMS Job Description
* SIM Job Description

PHEE SIMPSON

41 REGENCY DRIVE POUGHKEEPSIE NEW YORK 12603 · (845) 454-6515
PSIMPSON@POUGHKEEPSIESCHOOLS.ORG

MIDDLE SCHOOL PRINCIPAL

*Accomplished **Educational Administrator** offering diversified experience by leading the school through building high performing teams, responsibly managing work and staff, promoting academic excellence for secondary level learners with the help of others in the school vision in a safe and positive environment.*

◆

Thirteen (13) years of career advancing through progressively responsible positions with this multi-cultural small urban cities school district. Demonstrates educational leadership and management skills with a proven ability to recruit, select, train, supervise and evaluate. Knowledge of school restructuring. Areas of expertise:

- *Administrative Leadership and Support*
- *Curriculum, Instruction and Assessment*
- *Staff Development and Supervision*
- *Student Discipline and Supervision*
- *Secondary Level Master Scheduling*
- *Parent and Community Relations*

Knowledge of best practices related to student achievement. Promote exceptional learning experiences and high academic standards for all students. Proactive and team-oriented. Experience applicable to diverse opportunities.

PROFESSIONAL EXPERIENCE

Principal Poughkeepsie Middle School: 7/1/12 – Present (Probationary)

- Assure the academic success, educational experience and development of social excellence for all students.
- Oversees daily building operations and administration including instruction and assessment, student discipline and communication with students, staff and parents
- Innovation Team member (NYSUT)
- Vice-President of Poughkeepsie Administrative Association
- Transformation Team member
- PBIS Team member
- Network Institute CCLS Team
- Master Coder Team
- Created (PLCT) Professional Learning Community Time for all teachers during the school day

Assistant Principal Poughkeepsie Middle School: 10/2007 – 7/2012 (Tenured)
Guidance Counselor: 8/1999 – 8/2002; Wappingers Central School District & Spackenkill Union Free
8/2002 – 9/2007: Poughkeepsie MS (Tenured)

EDUCATION ***School Administration**, SUNY New Paltz; 2006*
***M.A.**, Long Island University, WestPoint, NY; 1998*
***B.A.**, Marist College, Poughkeepsie, NY; 1997*

CERTIFICATIONS *School Counselor (Tenured)*
School District Administrator (SDA)

REFERENCES *Upon Request*

JOB DESCRIPTION

ASSISTANT PRINCIPAL POUGHKEEPSIE MIDDLE SCHOOL

Reports to: Building Principal

Qualifications:

- Appropriate New York State SAS, SBL, SDA, or SDL certification
- Experience as a teacher

General Performance Responsibilities:

- Assists the principal in the overall administration of the school
- Serves as principal in the absence of the regular principal
- Assists in maintaining discipline throughout the student body
- Assists in the implementation of the instructional program
- Responsible for one or more curricular areas
- Supervises and evaluates teachers, departments, or other personnel as assigned by the principal
- Proposes, prepares, and/or supervises the master schedule
- Supervises co-curricular activities
- Assists with compiling annual budget requests
- Conducts inventories, maintains records, and requisitions supplies, textbooks, and equipment
- Assists in safety inspections and safety drill practice activities
- Supervises the reporting and monitoring of student attendance
- Supervises extended day activities
- Serves with parent, faculty, and student groups as requested to advance educational and related activities and objectives
- Performs such record-keeping functions as the principal may direct
- Performs such other tasks and assumes such other responsibilities as the principal may assign
- Assists in development of School Comprehensive Education Plan (SCEP), School Improvement Grant
- Meets daily with the Principal and the School Implementation Manager (SIM)

Poughkeepsie City School District

RE: School Implementation Manager (SIM)

Position Description Rationale:

The SIM will work collaboratively with the building principal to strategically implement the SIG Plan to transform the Poughkeepsie Middle School within three years. This person, along with the building principal, will meet on a formal and consistent basis with the Superintendent's Cabinet to report on the implementation of the Transformation model and outline the progress of the Poughkeepsie Middle School in meeting the Transformation model and SIG goals. S/he will provide supervision, support, and accountability to ensure that the key indicators of the SIG, under the Transformation model, are carried out by creating a timetable and matrix of grant activities. The SIM will ensure that the funds from the SIG are spent in alignment with the SIG supporting all of the activities. This person will also ensure that other funds that are and may be awarded are used in conjunction with SIG Funds to support the Transformation model goals. The SIM will collect and organize all pertinent records, data and reports for Federal and State fiscal and programmatic auditors.

Professional Requirements and Responsibilities

- Extensive knowledge of a wide variety of instructional strategies related to school improvement
- Able to assist in changing the climate and conditions to support the school transformation
- Ensure all funding and programs as well as coordinate with existing state and federal resources
- Build and provide daily oversight and support for a high performing leadership teams, and grade level cohort teams, to ensure that the building principal is able to perform as the primary instructional leader in each of these different forums
- Skilled in the areas of organization, developing timetables, and matrix with follow up evaluation
- Serve as the advisor to the building principal to ensure that the daily, weekly and monthly activities outlined are being implemented successfully and documented
- Provide to the building principal what daily, weekly and monthly activities outlined were carried ineffectively to highly effectively by developing a method of evaluation of these activities
- Collaborate with the principal to develop all data and schedules to expedite the Federal, State and Turnaround Officer visits and dissemination of recommendations and findings to all stakeholders in the Poughkeepsie City School District

- Work with the department of Human Resources to ensure that proper hiring practices and processes are established for the Poughkeepsie Middle School to support the Transformation model
- Ensure that the timelines of the new teacher evaluation, under Education Law 3012c , is being followed with a newly developed process and format relating to pre and post observation and the written evaluation
- Work with the Superintendent of Schools, the Poughkeepsie Public School Teacher's Association, and the building principal to develop an organizational structure for the implementation of the innovation project
- Collaborate with the Building Principal and the Human Resources Department to establish processes for recruiting, selecting, and evaluating high quality staff to fill SIG funded positions
- Integrate the SIG Plan and the Transformation model with the Superintendent's Road Map, 21st Century Core Curriculum, Curriculum Alignment projects and the AMAO CAP (LEP/ELL's)
- Work collaboratively with the BOCES Consortium for the Race to the Top initiative
- Working collaboratively with the building principal, develop a plan to maintain and continue the transformation model key elements after SIG funds are no longer available

Job Requirements:

- Experience with effectively managing federal grants
- Familiarity with School District budgeting systems and federal grant management
- Proficient in public speaking and reporting to educators and school communities
- History of successful and positive communication and collaboration with educationally and socially underserved communities
- Skillful in writing, editing as well as analyzing data trends and producing internal and external communication documents and reports.
- Partner with the Building Principal and the District Family Liaison to develop parent/family activities outlined in the SIG

Desired skills:

- Bilingually proficient (speaking, reading, writing) in Spanish
- Experience working with school board, community based organizations, school leadership councils and the Transformation Team
- Appropriate Administrative Certification
- Competence with maintaining email, utilization of relational databases, web-conferencing, and other new media needed for project management
- Ability to work collaboratively to develop programs that support student

achievement

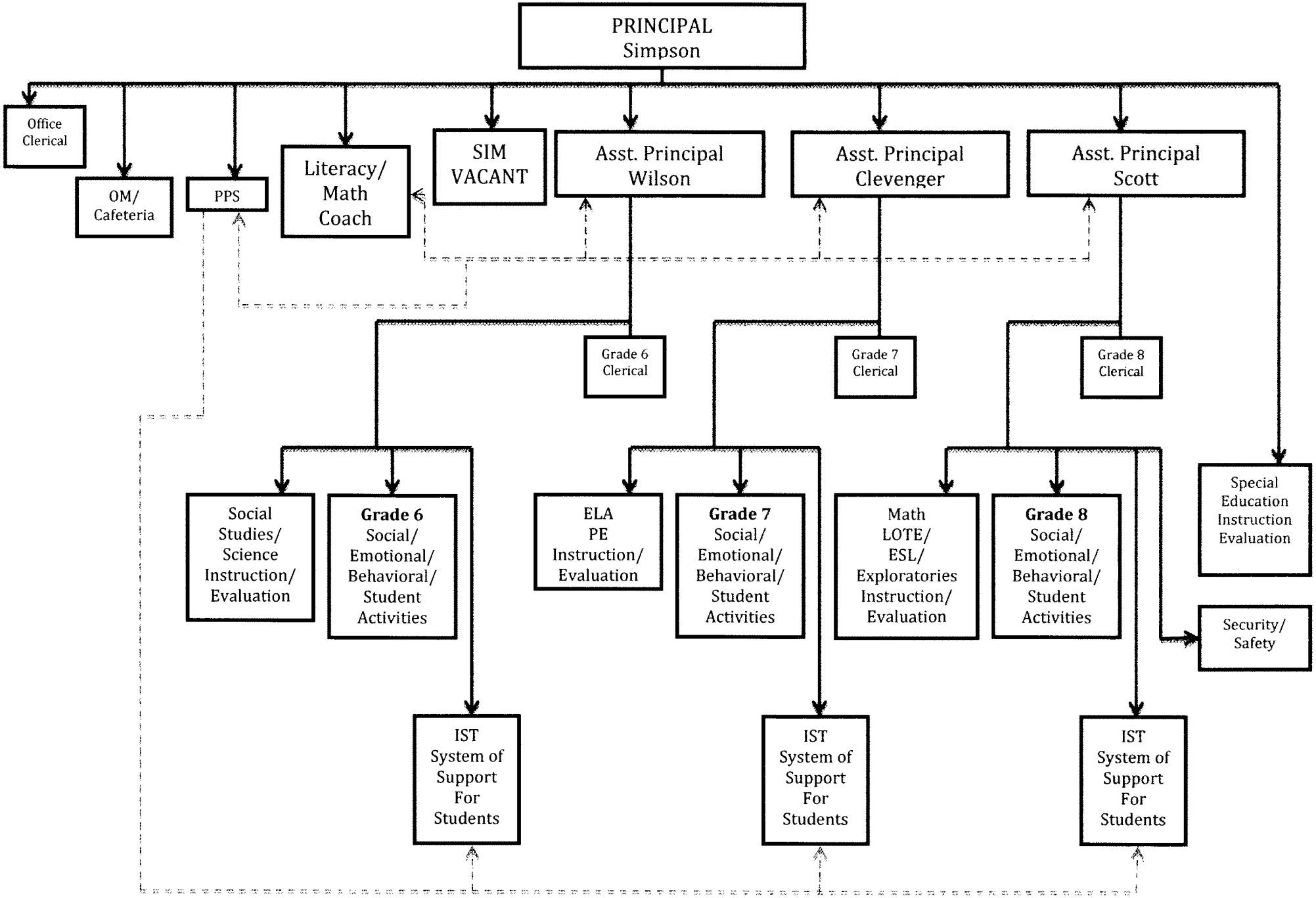
- Demonstrated experience in management of grants, budgets and reporting for Federal, State and local agencies
- History of successful and positive communication and collaboration with educationally and socially underserved communities
- Skills in writing, editing as well as analyzing data trends and producing clear and concise communication documents and reports.

ADDENDUM

II – School-level

G. Organizational Plan

* PMS Flow Chart
* Full Calendar Schedule of Events 2013-14


PRINCIPAL
Simpson
Office Clerical
OM/ Cafeteria
PPS
Literacy/ Math Coach
SIM VACANT
Asst. Principal Wilson
Asst. Principal Clevenger
Asst. Principal Scott
Grade 6 Clerical
Grade 7 Clerical
Grade 8 Clerical
Social Studies/ Science Instruction/ Evaluation
Grade 6 Social/ Emotional/ Behavioral/ Student Activities
ELA PE Instruction/ Evaluation
Grade 7 Social/ Emotional/ Behavioral/ Student Activities
Math LOTE/ ESL/ Exploratories Instruction/ Evaluation
Grade 8 Social/ Emotional/ Behavioral/ Student Activities
Special Education Instruction Evaluation
Security/ Safety
IST System of Support For Students
IST System of Support For Students
IST System of Support For Students

G. Organizational Plan

Full Calendar Schedule of Events

According to the agreed upon APPR using the NYSUT Teacher Practice Rubric, the teacher may select the date and time of his/her observation. The pre-observation must occur two weeks prior to the observation and the post-observation must occur one week after the observation. The write-up in the Teacher Evaluation and Development (TED) booklet format must be completed within one week of the post-conference. Tenured teachers receive one pre-observation conference, one observation and one post-observation conference. Non-tenured teachers receive two pre-observation conferences, two observations and two post-observation conferences. This observation cycle consists of Standards 1,2,3,4,5 and 7.1 of the NYSUT Teacher Practice Rubric.

Every teacher also must have two unannounced observations that are composed of Standards 3 and 4 from the NYSUT rubrics. These unannounced observations may last from 10 minutes to 40 minutes and make occur at any time during the year.

Goals – The Personal Professional Goal and the Professional Learning Plan, Standards 6 and 7 of the NYSUT Rubric is a year long process, beginning in September and ending in June.

A Teacher Evaluation Schedule for the 2012-13 school year can be found on the next page.

Additionally, a full calendar scheduled of events providing professional development during the 2013-14 school year is also included.

POUGHKEEPSIE MIDDLE SCHOOL
Teacher Evaluation Schedule
2013-2014

	MRS. SIMPSON Principal	MR. WILSON Assistant Principal, Gr. 6	MS. CLEVENGER Assistant Principal, Gr. 7	MR. SCOTT Assistant Principal, Gr. 8
	SPECIAL EDUCATION SUPPORT STAFF	SCIENCE, TITLE I SOCIAL STUDIES, MUSIC	ENGLISH, PHYSICAL EDUCATION	MATH, ESL FOREIGN LANGUAGE
1	BROPHY	ACARD	BECKETT	AIELLO
2	CARLSON	BARBER	BELL	ASHLEY
3	CARROLL	BUNDRANT	BUISO	BRANCIAFORTE
4	FRANK	CARR	BOCCIO-DORAN	DUNCAN-CARTER
5	GALLAGHER	CONRAD	BRANDENBURG	FERRY
6	HADZIC	DECICCO	BUCCHERI	GABRIELE
7	HARTLING	DONNELLY	DUDLEY	GARRIQUES
8	HAYEN	EYLER	GARCIA (2)	GRANT
9	HINES	FARRIS	GIL (2)	HAYES
10	KAEHLER	GRAY	HERZOG	KOREN
11	LAFFIN	GROVER	HUNT	LOMBARDI
12	LUBER	JONES	KURZ	MAASHO
13	MESSICK	KELLER-COFFEY	MARTINETTI	PALUMBO
14	PRIMIANO	KING	MINUS	POPKEN
15	TALARCZYK	MASERJIAN	MORGAN	RAMIREZ
16	TINDAL (2)	MOBIJOHN	MURPHY	SAARMA
17	WARMAN	NICHOLS	PENN (2)	SCARDACI
18	WHITE (2)	RODRIGUEZ	PETROSINO	SCHINELLA (2)
19		TUCKER	SAULNIER	SOTO, K.
20		VARGAS	SPOONER	SOTO-DRABKIN
21		VILARDI	THOMAS	WILSON
22		WALTON	THOMPSON	ZOBRE
23			VALDES	
24				
25				
26				
27				
28				
29				
30				

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
TOPICS	TOPICS	TOPICS	TOPICS
• Implementation of the CCLS • Conducting Common Core Assessments as part of instruction • School Culture • Vision and Mission • Refresher of APPR • Differentiated Instruction • Safety and Security • Content Area Writing Strategies • Data Driven Instruction • Review of SLO	• Implementation of the CCLS for ELLs and SWDs • Differentiated Instruction • Rigor through Assessments (formative and interim) • CCLS Modules • Scaffolding Techniques • Evidenced-Based Observations • PBIS • RTI	• Differentiated Instruction • Rigor through Assessments • Scaffolding Techniques • Critical Thinking Strategies • Introduction of Modules • Data Driven Instruction • PBIS • CCLS Modules	• Differentiated Instruction • Rigor through Assessments • Data Driven Instruction • Scaffolding Techniques • Critical Thinking Strategies • PBIS • CCLS Modules

JANUARY	FEBRUARY	MARCH	APRIL
TOPICS	TOPICS	TOPICS	TOPICS
• Differentiated Instruction • Rigor through Assessments • CCLS Modules • Data Driven Instruction • PBIS • IST Reviews • RTI	• Differentiated Instruction • Rigor through Assessments • Data Driven Instruction • Scaffolding Techniques • Critical Thinking Strategies • PBIS • CCLS Modules	• Differentiated Instruction • Rigor through Assessments • PBIS • CCLS Modules	• Differentiated Instruction • Rigor through Assessments • Data Driven Instruction • CCLS Modules • RTI • Scaffolding Techniques

MAY	JUNE	JULY	AUGUST
TOPICS	TOPICS	TOPICS	TOPICS
• Differentiated Instruction • Rigor through Assessments • CCLS Modules • PBIS • Critical Thinking Strategies	• Data Driven Instruction • Differentiated Instruction • CCLS Modules • Rigor through Assessments • Scaffolding Techniques	• Safety and Security • PBIS • RTI • Critical Thinking Strategies	• CCLS Modules and formative assessments • Effective Instructional Practices • Vision and Mission • Culture and Climate

The goal for the PMS is to ensure that Professional Development is continuous for building leaders and instructional staff in order to continue to improve upon the depth and breadth of the topics being learned, as well as building capacity for sustainability. This is reflected in the school calendar of professional development outlined above.

ADDENDUM

II – School-level

H. Educational Plan

* SIG Scheduling Options Narrative
* SIG Scheduling Options (spreadsheet)

Scheduling Options & Ideas

Option A:

- 9 periods each at 40 minutes
- Advisory time at end of each day (period 10) for 16 minutes—time for HR can be moved to accommodate Advisory
- Allows full compliance with Commissioner's Regulations Part 100.4
- Allows ELA & Math to run for 1.5 periods every other day---80 minutes one day; 40 minutes the other day. Totals 240 minutes per week
- "PI" is done with SS teachers pushing in to ELA classes; Science teachers push in to Math classes.
- Year 1: Houses Implemented by Floor with House Assistant Principals, House Guidance Counselors, House IST
- Year 2: Core Subject Looping Implemented

Option B:

- 9 periods of varying length
- Advisory time at end of each day (period 10) for 20 minutes—time for HR can be moved to accommodate Advisory
- ELA & Math are for 1 hour; SS, Science, and others are 40 minutes
- "PI" is done with SS teachers pushing in to ELA classes; Science teachers push in to Math classes.
- Year 1: Houses Implemented by Floor with House Assistant Principals, House Guidance Counselors, House IST
- Year 2: Core Subject Looping Implemented

Option C:

- 8 periods of varying length
- Advisory time part of lunch period
- All 4 core subjects are 1 hour in length
    - SS & Science will teach intensive Literacy through the content area within the 60 minutes
- Year 1: Houses Implemented by Floor with House Assistant Principals, House Guidance Counselors, House IST
- Year 2: Core Subject Looping Implemented

6th Grade Students' Schedule

		1	2	3	4	5	6	7	8	9	10
		8:20-9:00	9:03-9:40	9:45-10:23	10:26-11:06	11:09-11:49	11:52-12:32	12:35-1:15	1:18-1:58	2:01-2:41	2:44-3:00
Section 1	ACE Days	ELA	ELA	Math	Lunch	Music	Art	Science	LOTE	SS	Advisory
	BDF Days	ELA	Math	Math	Lunch	Chorus	Health	Science	PE	SS	Advisory
Section 2	ACE Days	Math	Math	ELA	Lunch	Art	Music	SS	LOTE	Science	Advisory
	BDF Days	Math	ELA	ELA	Lunch	Health	Chorus	SS	PE	Science	Advisory
Section 3	ACE Days	SS	Art	Science	Lunch	ELA	ELA	Math	Music	LOTE	Advisory
	BDF Days	SS	Health	Science	Lunch	ELA	Math	Math	Chorus	PE	Advisory
Section 4	ACE Days	Science	LOTE	SS	Lunch	Math	Math	ELA	Art	Music	Advisory
	BDF Days	Science	PE	SS	Lunch	Math	ELA	ELA	Health	Chorus	Advisory

6th Grade Teacher's Schedule

ELA Teacher	ACE Days	ELA Sect 1	ELA Sect 1	ELA Sect 2	Lunch	ELA Sec 3	ELA Sec 3	ELA Sec 4	Team/House T	Prep	Advisory
	BDF Days	ELA Sect 1	ELA Sect 2	ELA Sect 2	Lunch	ELA Sec 3	ELA Sec 4	ELA Sec 4	Team/House T	Prep	Advisory
Math Teacher	ACE Days	Math Sec 2	Math Sect 2	Math Sect 1	Lunch	Math Sect 4	Math Sec 4	Math Sec 3	Team/House T	Prep	Advisory
	BDF Days	Math Sec 2	Math Sec 1	Math Sect 1	Lunch	Math Sect 4	Math Sec 3	Math Sec 3	Team/House T	Prep	Advisory
SS Teacher	ACE Days	SS Sec 3	PI ELA Sec 1	SS Sec 4	Lunch	Prep	PI ELA Sec 3	SS Sec 2	Team/House T	SS Sec 1	Advisory
	BDF Days	SS Sec 3	PI ELA Sec 2	SS Sec 4	Lunch	Prep	PI ELA Sec 4	SS Sec 2	Team/House T	SS Sec 1	Advisory
Sci Teacher	ACE Days	Sci Sec 4	PI Math Sec 2	Sci Sec 3	Lunch	Prep	PI M Sec 4	Sci Sec 1	Team/House T	Sci Sec 2	Advisory
	BDF Days	Sci Sec 4	PI Math Sec 1	Sci Sec 3	Lunch	Prep	PI M Sec 3	Sci Sec 1	Team/House T	Sci Sec 2	Advisory

7th Grade Students' Schedule

		8:20-9:00	9:03-9:40	9:45-10:23	10:26-11:06	11:09-11:49	11:52-12:32	12:35-1:15	1:18-1:58	2:01-2:41	2:44-3:00
Section 1	ACE Days	ELA	ELA	Math	Lunch	PE	LOTE	Science	Art	SS	Advisory
	BDF Days	ELA	Math	Math	Lunch	Tech	LOTE	Science	H&C	SS	Advisory
Section 2	ACE Days	Math	Math	ELA	Lunch	H&C	PE	SS	LOTE	Science	Advisory
	BDF Days	Math	ELA	ELA	Lunch	Art	Tech	SS	LOTE	Science	Advisory
Section 3	ACE Days	SS	PE	Science	Lunch	ELA	ELA	Math	H&C	LOTE	Advisory
	BDF Days	SS	Tech	Science	Lunch	ELA	Math	Math	Art	LOTE	Advisory
Section 4	ACE Days	Science	LOTE	SS	Lunch	Math	Math	ELA	Tech	Art	Advisory
	BDF Days	Science	LOTE	SS	Lunch	Math	ELA	ELA	PE	H&C	Advisory

7th Grade Teacher's Schedule

ELA Teacher	ACE Days	ELA Sect 1	ELA Sect 1	ELA Sect 2	Lunch	ELA Sec 3	ELA Sec 3	ELA Sec 4	Team/House T	Prep	Advisory
	BDF Days	ELA Sect 1	ELA Sect 2	ELA Sect 2	Lunch	ELA Sec 3	ELA Sec 4	ELA Sec 4	Team/House T	Prep	Advisory
Math Teacher	ACE Days	Math Sec 2	Math Sect 2	Math Sect 1	Lunch	Math Sect 4	Math Sec 4	Math Sec 3	Team/House T	Prep	Advisory
	BDF Days	Math Sec 2	Math Sec 1	Math Sect 1	Lunch	Math Sect 4	Math Sec 3	Math Sec 3	Team/House T	Prep	Advisory

SS Teacher	ACE Days	SS Sec 3	PI ELA Sec 1	SS Sec 4	Lunch	Prep	PI ELA Sec 3	SS Sec 2	Team/House T	SS Sec 1	Advisory
	BDF Days	SS Sec 3	PI ELA Sec 2	SS Sec 4	Lunch	Prep	PI ELA Sec 4	SS Sec 2	Team/House T	SS Sec 1	Advisory
Sci Teacher	ACE Days	Sci Sec 4	PI Math Sec 2	Sci Sec 3	Lunch	Prep	PI M Sec 4	Sci Sec 1	Team/House T	Sci Sec 2	Advisory
	BDF Days	Sci Sec 4	PI Math Sec 1	Sci Sec 3	Lunch	Prep	PI M Sec 3	Sci Sec 1	Team/House T	Sci Sec 2	Advisory

8th Grade Students' Schedule

		8:20-9:00	9:03-9:40	9:45-10:23	10:26-11:06	11:09-11:49	11:52-12:32	12:35-1:15	1:18-1:58	2:01-2:41	2:44-3:00
Section 1	ACE Days	ELA	ELA	Math	Lunch	PE	LOTE	Science	Music	SS	Advisory
	BDF Days	ELA	Math	Math	Lunch	Health	LOTE	Science	H&C	SS	Advisory
Section 2	ACE Days	Math	Math	ELA	Lunch	H&C	PE	SS	LOTE	Science	Advisory
	BDF Days	Math	ELA	ELA	Lunch	Music	Health	SS	LOTE	Science	Advisory
Section 3	ACE Days	SS	PE	Science	Lunch	ELA	ELA	Math	H&C	LOTE	Advisory
	BDF Days	SS	Health	Science	Lunch	ELA	Math	Math	Music	LOTE	Advisory
Section 4	ACE Days	Science	LOTE	SS	Lunch	Math	Math	ELA	Health	Music	Advisory
	BDF Days	Science	LOTE	SS	Lunch	Math	ELA	ELA	PE	H&C	Advisory

8 th Grade Teacher's Schedule

ELA Teacher	ACE Days	ELA Sect 1	ELA Sect 1	ELA Sect 2	Lunch	ELA Sec 3	ELA Sec 3	ELA Sec 4	Team/House T	Prep	Advisory
	BDF Days	ELA Sect 1	ELA Sect 2	ELA Sect 2	Lunch	ELA Sec 3	ELA Sec 4	ELA Sec 4	Team/House T	Prep	Advisory
Math Teacher	ACE Days	Math Sec 2	Math Sect 2	Math Sect 1	Lunch	Math Sect 4	Math Sec 4	Math Sec 3	Team/House T	Prep	Advisory
	BDF Days	Math Sec 2	Math Sec 1	Math Sect 1	Lunch	Math Sect 4	Math Sec 3	Math Sec 3	Team/House T	Prep	Advisory
SS Teacher	ACE Days	SS Sec 3	PI ELA Sec 1	SS Sec 4	Lunch	Prep	PI ELA Sec 3	SS Sec 2	Team/House T	SS Sec 1	Advisory
	BDF Days	SS Sec 3	PI ELA Sec 2	SS Sec 4	Lunch	Prep	PI ELA Sec 4	SS Sec 2	Team/House T	SS Sec 1	Advisory
Sci Teacher	ACE Days	Sci Sec 4	PI Math Sec 2	Sci Sec 3	Lunch	Prep	PI M Sec 4	Sci Sec 1	Team/House T	Sci Sec 2	Advisory
	BDF Days	Sci Sec 4	PI Math Sec 1	Sci Sec 3	Lunch	Prep	PI M Sec 3	Sci Sec 1	Team/House T	Sci Sec 2	Advisory

Commissioner's Regulations Part 100.4 Program requirements for grades five through eight

1. Technology: .5 Grade 7
2. H& C: .75 U 1.0 Gr 7 & 8
3. PE 1.0 Gr 7 & 9
4. Health: .5 U .5 Gr 6 & 8
5. Arts: .5 Visu .5 Gr 7/ .5 Gr 8

Year 1: Houses Implemented by Floor

Year 2: Core Subject Looping Implemented

Grade 6 Students

		8:00-8:17	8:23-8:20	8:40-9:00	9:00-9:20	9:20-9:40	9:40-10:00	10:00-10:20	10:20-10:40	10:40-11:00	11:00-11:20
Section 1	ACE Days		ELA	ELA	ELA	SS	SS	Sci	Sci	Lunch	Lunch
	BDF Days		ELA	ELA	ELA	SS	SS	Sci	Sci	Lunch	Lunch
Section 2	ACE Days		SS	SS	Sci	Sci	ELA	ELA	ELA	Lunch	Lunch
	BDF Days		SS	SS	Sci	Sci	ELA	ELA	ELA	Lunch	Lunch
Section 3	ACE Days		Science	Science	Chorus	Chorus	Math	Math	Math	Lunch	Lunch
	BDF Days		Science	Science	Art	Art	Math	Math	Math	Lunch	Lunch
Section 4	ACE Days		Math	Math	Math	Music	Music	SS	SS	Lunch	Lunch
	BDF Days		Math	Math	Math	PE	PE	SS	SS	Lunch	Lunch

Grade 6 Teacher's Schedule

ELA Teacher	HR	ELA Section 1	Prep	ELA Section 2		Lunch	Lunch
Math Teacher	HR	Math Section 4	Prep	Math Section 3		Lunch	Lunch
SS Teacher	HR	SS Section 2	PI ELA Sectio	SS Section 1	SS Section 4	Lunch	Lunch
Sci Teacher	HR	Science Section 3	Science Section 2	PI Sec 3	Science Section 1	Lunch	Lunch

Grade 7 Students

		8:00-8:17	8:23-8:20	8:40-9:00	9:00-9:20	9:20-9:40	9:40-10:00	10:00-10:20	10:20-10:40	10:40-11:00	11:00-11:20
Section 1	ACE Days		ELA	ELA	ELA	SS	SS	Sci	Sci	Lunch	Lunch
	BDF Days		ELA	ELA	ELA	SS	SS	Sci	Sci	Lunch	Lunch
Section 2	ACE Days		SS	SS	Sci	Sci	ELA	ELA	ELA	Lunch	Lunch
	BDF Days		SS	SS	Sci	Sci	ELA	ELA	ELA	Lunch	Lunch
Section 3	ACE Days		Science	Science	PE	PE	Math	Math	Math	Lunch	Lunch
	BDF Days		Science	Science	Tech	Tech	Math	Math	Math	Lunch	Lunch
Section 4	ACE Days		Math	Math	Math	LOTE	LOTE	SS	SS	Lunch	Lunch
	BDF Days		Math	Math	Math	LOTE	LOTE	SS	SS	Lunch	Lunch

Grade 7 Teacher's Schedule

ELA Teacher	HR	ELA Section 1	Prep	ELA Section 2		Lunch	Lunch
Math Teacher	HR	Math Section 4	Prep	Math Section 3		Lunch	Lunch
SS Teacher	HR	SS Section 2	PI ELA Sectio	SS Section 1	SS Section 4	Lunch	Lunch
Sci Teacher	HR	Science Section 3	Science Section 2	PI Sec 3	Science Section 1	Lunch	Lunch

Grade 8 Students

		8:00-8:17	8:23-8:20	8:40-9:00	9:00-9:20	9:20-9:40	9:40-10:00	10:00-10:20	10:20-10:40	10:40-11:00	11:00-11:20
Section 1	ACE Days		ELA	ELA	ELA	SS	SS	Sci	Sci	Lunch	Lunch
	BDF Days		ELA	ELA	ELA	SS	SS	Sci	Sci	Lunch	Lunch
Section 2	ACE Days		SS	SS	Sci	Sci	ELA	ELA	ELA	Lunch	Lunch
	BDF Days		SS	SS	Sci	Sci	ELA	ELA	ELA	Lunch	Lunch
Section 3	ACE Days		Science	Science	PE	PE	Math	Math	Math	Lunch	Lunch
	BDF Days		Science	Science	Health	Health	Math	Math	Math	Lunch	Lunch
Section 4	ACE Days		Math	Math	Math	Health	Health	SS	SS	Lunch	Lunch
	BDF Days		Math	Math	Math	PE	PE	SS	SS	Lunch	Lunch

Grade 7 Teacher's Schedule

ELA Teacher	HR	ELA Section 1	Prep	ELA Section 2		Lunch	Lunch
Math Teacher	HR	Math Section 4	Prep	Math Section 3		Lunch	Lunch
SS Teacher	HR	SS Section 2	PI ELA Sectio	SS Section 1	SS Section 4	Lunch	Lunch
Sci Teacher	HR	Science Section 3	Science Section 2	PI Sec 3	Science Section 1	Lunch	Lunch

Commissioner's Regulations Part 100.4 Program requirements for grades five through eight

1. Technology: 1.0 1.5 Grade 7
2. H& C: .75 Unit 1.0 Gr 7 & 8
3. PE 1.0 Gr 7 & 9
4. Health: .5 Unit .5 Gr 6 & 8
5. Arts: .5 Visual/ .5 .5 Gr 7/ .5 Gr 8

Year 1: Houses Implemented by Floor

Year 2: Core Subject Looping Implemented

11:20-11:40	11:40-12:00	12:20-12:40	12:40-1:00	1:00-1:20	1:20-1:40	1:40-2:00	2:00-2:20	2:20-2:40	2:40-3:00
Music	Music	Chorus	Chorus	Math	Math	Math	LOTE	LOTE	Advisory
PE	PE	Art	Art	Math	Math	Math	Health	Health	Advisory
Math	Math	Math	Music	Music	LOTE	Health	Chorus	Chorus	Advisory
Math	Math	Math	PE	PE	Health	LOTE	Art	Art	Advisory
SS	SS	LOTE	LOTE	ELA	ELA	ELA	Music	Music	Advisory
SS	SS	Health	Health	ELA	ELA	ELA	PE	PE	Advisory
ELA	ELA	ELA	Sci	Sci	Chorus	Chorus	Health	Health	Advisory
ELA	ELA	ELA	Sci	Sci	Art	Art	LOTE	LOTE	Advisory

ELA Section 4			Prep	ELA Section 3			Team/House Time		Advisory
Math Section 2			Prep	Math Section 1			Team/House Time		Advisory
SS Section 3		PI ELA Sec 4	Prep	Prep	PI ELA Sec 3		Team/House Time		Advisory
Prep	Prep	PI Sec 2	Science Section 4		PI Sec 1	PI Sec 1	Team/House Time		Advisory

11:20-11:40	11:40-12:00	12:20-12:40	12:40-1:00	1:00-1:20	1:20-1:40	1:40-2:00	2:00-2:20	2:20-2:40	2:40-3:00
Art	Art	PE	PE	Math	Math	Math	LOTE	LOTE	Advisory
H&C	H&C	Tech	Tech	Math	Math	Math	LOTE	LOTE	Advisory
Math	Math	Math	Art	Art	LOTE	LOTE	PE	PE	Advisory
Math	Math	Math	H&C	H&C	LOTE	LOTE	Tech	Tech	Advisory
SS	SS	LOTE	LOTE	ELA	ELA	ELA	Art	Art	Advisory
SS	SS	LOTE	LOTE	ELA	ELA	ELA	H&C	H&C	Advisory
ELA	ELA	ELA	Sci	Sci	PE	PE	H&C	H&C	Advisory
ELA	ELA	ELA	Sci	Sci	Tech	Tech	Art	Art	Advisory

ELA Section 4			Prep	ELA Section 3			Team/House Time		Advisory
Math Section 2			Prep	Math Section 1			Team/House Time		Advisory
SS Section 3		PI ELA Sec 4	Prep	Prep	PI ELA Sec 3		Team/House Time		Advisory
Prep	Prep	PI Sec 2	Science Section 4		PI Sec 1	PI Sec 1	Team/House Time		Advisory

11:20-11:40	11:40-12:00	12:20-12:40	12:40-1:00	1:00-1:20	1:20-1:40	1:40-2:00	2:00-2:20	2:20-2:40	2:40-3:00
Health	Health	LOTE	LOTE	Math	Math	Math	H&C	H&C	Advisory
PE	PE	LOTE	LOTE	Math	Math	Math	Music	Music	Advisory
Math	Math	Math	Music	Music	LOTE	LOTE	PE	PE	Advisory
Math	Math	Math	H&C	H&C	LOTE	LOTE	Health	Health	Advisory
SS	SS	LOTE	LOTE	ELA	ELA	ELA	LOTE	LOTE	Advisory
SS	SS	LOTE	LOTE	ELA	ELA	ELA	LOTE	LOTE	Advisory
ELA	ELA	ELA	Sci	Sci	PE	PE	Music	Music	Advisory
ELA	ELA	ELA	Sci	Sci	Health	Health	H&C	H&C	Advisory

ELA Section 4			Prep	ELA Section 3			Team/House Time		Advisory
Math Section 2			Prep	Math Section 1			Team/House Time		Advisory
SS Section 3		PI ELA Sec 4	Prep	Prep	PI ELA Sec 3		Team/House Time		Advisory
Prep	Prep	PI Sec 2	Science Section 4		PI Sec 1	PI Sec 1	Team/House Time		Advisory

Grade 6 Students		60 minutes	36 minutes	60 minutes	18 mins	18 mir	36 minutes	36 minutes	60 minutes	60 minutes
	8:00-8:10	8:10-9:10	9:17-9:53	10:00-11:00	11:03-1	11:21-	11:42-12:18	12:21-12:57	1:00-2:00	2:00-3:00
Section 1	ACE Days	ELA	Art	SS	Lunch	Adviso	Chorus	PE	Sci	Math
	BDF Days	ELA	Health	SS	Lunch	Adviso	Music	LOTE	Sci	Math
Section 2	ACE Days	Math	PE	ELA	Advisor	Lunch	Art	Chorus	SS	Sci
	BDF Days	Math	LOTE	ELA	Advisor	Lunch	Health	Music	SS	Sci
Section 3	ACE Days	Sci	Health	Math	Lunch	Adviso	Music	LOTE	ELA	SS
	BDF Days	Sci	Art	Math	Lunch	Adviso	Chorus	PE	ELA	SS
Section 4	ACE Days	SS	LOTE	Sci	Advisor	Lunch	Health	Music	Math	ELA
	BDF Days	SS	PE	Sci	Advisor	Lunch	Art	Chorus	Math	ELA
Grade 6 Teachers										
ELA Teacher	ACE Days	ELA Sect 1	House Time	ELA Sec 2	Dept Ti	Adviso	Lunch	Prep	ELA Section 3	ELA Section 4
	BDF Days	ELA Sect 1	House Time	ELA Sec 2	Dept Ti	Adviso	Lunch	Prep	ELA Section 3	ELA Section 4
Math Teacher	ACE Days	Math Sec 2	House Time	Math Sec 3	Advisor	Dept T	Lunch	Prep	Math Section 4	Math Section 1
	BDF Days	Math Sec 2	House Time	Math Sec 3	Advisor	Dept T	Lunch	Prep	Math Section 4	Math Section 1
SS Teacher	ACE Days	SS Sec 3	House Time	SS Sec 1	Dept Ti	Adviso	Lunch	Prep	SS Section 2	SS Section 3
	BDF Days	SS Sec 3	House Time	SS Sec 1	Dept Ti	Adviso	Lunch	Prep	SS Section 2	SS Section 3
Sci Teacher	ACE Days	Sci Sec 4	House Time	Sci Sec 4	Advisor	Dept T	Lunch	Prep	Sci Section 1	Science Section 2
	BDF Days	Sci Sec 4	House Time	Sci Sec 4	Advisor	Dept T	Lunch	Prep	Sci Section 1	Science Section 2

Grade 7 Students		60 minutes	36 minutes	60 minutes	18 mins	18 mir	36 minutes	36 minutes	60 minutes	60 minutes
	8:00-8:10	8:10-9:10	9:17-9:53	10:00-11:00	11:03-1	11:21-	11:42-12:18	12:21-12:57	1:00-2:00	2:00-3:00
Section 1	ACE Days	ELA	Art	SS	Lunch	Adviso	LOTE	PE	Sci	Math
	BDF Days	ELA	H & C	SS	Lunch	Adviso	LOTE	Tech	Sci	Math
Section 2	ACE Days	Math	PE	ELA	Advisor	Lunch	Art	LOTE	SS	Sci
	BDF Days	Math	Tech	ELA	Advisor	Lunch	H & C	LOTE	SS	Sci
Section 3	ACE Days	Sci	LOTE	Math	Lunch	Adviso	Art	Tech	ELA	SS
	BDF Days	Sci	LOTE	Math	Lunch	Adviso	H & C	PE	ELA	SS
Section 4	ACE Days	SS	Tech	Sci	Advisor	Lunch	H & C	LOTE	Math	ELA
	BDF Days	SS	PE	Sci	Advisor	Lunch	Art	LOTE	Math	ELA
Grade 7 Teachers										
ELA Teacher	ACE Days	ELA Sect 1	House Time	ELA Sec 2	Dept Ti	Adviso	Lunch	Prep	ELA Section 3	ELA Section 4
	BDF Days	ELA Sect 1	House Time	ELA Sec 2	Dept Ti	Adviso	Lunch	Prep	ELA Section 3	ELA Section 4
Math Teacher	ACE Days	Math Sec 2	House Time	Math Sec 3	Advisor	Dept T	Lunch	Prep	Math Section 4	Math Section 1
	BDF Days	Math Sec 2	House Time	Math Sec 3	Advisor	Dept T	Lunch	Prep	Math Section 4	Math Section 1
SS Teacher	ACE Days	SS Sec 3	House Time	SS Sec 1	Dept Ti	Adviso	Lunch	Prep	SS Section 2	SS Section 3
	BDF Days	SS Sec 3	House Time	SS Sec 1	Dept Ti	Adviso	Lunch	Prep	SS Section 2	SS Section 3
Sci Teacher	ACE Days	Sci Sec 4	House Time	Sci Sec 4	Advisor	Dept T	Lunch	Prep	Sci Section 1	Science Section 2
	BDF Days	Sci Sec 4	House Time	Sci Sec 4	Advisor	Dept T	Lunch	Prep	Sci Section 1	Science Section 2

Grade 8 Students		60 minutes	36 minutes	60 minutes	18 mins	18 mir	36 minutes	36 minutes	60 minutes	60 minutes
	8:00-8:10	8:10-9:10	9:17-9:53	10:00-11:00	11:03-1	11:21-	11:42-12:18	12:21-12:57	1:00-2:00	2:00-3:00
Section 1	ACE Days	ELA	Music	SS	Lunch	Adviso	LOTE	PE	Sci	Math

	BDF Days	ELA	H & C	SS	Lunch	Advisc	LOTE	Health	Sci	Math
Section 2	ACE Days	Math	PE	ELA	Advisor	Lunch	Music	LOTE	SS	Sci
	BDF Days	Math	Health	ELA	Advisor	Lunch	H & C	LOTE	SS	Sci
Section 3	ACE Days	Sci	LOTE	Math	Lunch	Advisc	Music	Health	ELA	SS
	BDF Days	Sci	LOTE	Math	Lunch	Advisc	H & C	PE	ELA	SS
Section 4	ACE Days	SS	Health	Sci	Advisor	Lunch	H & C	LOTE	Math	ELA
	BDF Days	SS	PE	Sci	Advisor	Lunch	Music	LOTE	Math	ELA
Grade 8 Teachers										
ELA Teacher	ACE Days	ELA Sect 1	House Time	ELA Sec 2	Dept Ti	Advisc	Lunch	Prep	ELA Section 3	ELA Section 4
	BDF Days	ELA Sect 1	House Time	ELA Sec 2	Dept Ti	Advisc	Lunch	Prep	ELA Section 3	ELA Section 4
Math Teacher	ACE Days	Math Sec 2	House Time	Math Sec 3	Advisor	Dept T	Lunch	Prep	Math Section 4	Math Section 1
	BDF Days	Math Sec 2	House Time	Math Sec 3	Advisor	Dept T	Lunch	Prep	Math Section 4	Math Section 1
SS Teacher	ACE Days	SS Sec 3	House Time	SS Sec 1	Dept Ti	Advisc	Lunch	Prep	SS Section 2	SS Section 3
	BDF Days	SS Sec 3	House Time	SS Sec 1	Dept Ti	Advisc	Lunch	Prep	SS Section 2	SS Section 3
Sci Teacher	ACE Days	Sci Sec 4	House Time	Sci Sec 4	Advisor	Dept T	Lunch	Prep	Sci Section 1	Science Section 2
	BDF Days	Sci Sec 4	House Time	Sci Sec 4	Advisor	Dept T	Lunch	Prep	Sci Section 1	Science Section 2

Commissioner's Regulations Part 100.4 Program requirements for grades five through eight

1. Technology: 1.0 Units	.5 Grade 7
2. H& C: .75 Unit	1.0 Gr 7 & 8
3. PE	1.0 Gr 7 & 9
4. Health: .5 Unit	.5 Gr 6 & 8
5. Arts: .5 Visual/ .5 Music	.5 Gr 7/ .5 Gr 8

ADDENDUM

II – School-level

I. Training, Support, and Professional Development

* Training, Support and Professional Development Chart

I. Training, Support, and Professional Development

Pre-implementation Period- April 1, 2013- August 31, 2013

Implementation Period- September 1, 2013- August 31, 2014

Professional Development	Support	P.D. Events
Common Core Learning Standards for ELA, Literacy, and Math	Pearson DC BOCES Literacy Coach Math Coach	1. Unpacking of the CCLS for English Language Arts 2. Unpacking of the CCSS for Mathematics 3. Unpacking of the CCLS for Science and Technical Subjects 4. Unpacking of the CCLS for History and Social Studies 5. Implementation of the CCSS for English Language Learners and Students with Special Learning Needs 6. Successful Implementation of Common Core Assessments 7. ELA Grades 6-8 Module Study 8. Math Grades 6-8 Module Study 9. CCLS Curriculum Alignment for Social Studies and Science 10. CCLS Curriculum Alignment for Technical Subjects

Professional Development Event	Agent/Organization Responsible for Delivery	Desired Measureable Outcome	Method of Measuring Outcomes	Rational for Planned event
1. Unpacking of the CCLS for English Language Arts	Literacy Coach PMS Administration	100% of ELA Teachers will be knowledgeable in addressing the CCLS in the Unit and Lesson Plans.	Data Collection from Learning Walks, Observations, and Lesson Plans	Teachers are fluent in the CCLS.
2. Unpacking of the CCSS for Mathematics	Math Coach PMS Administration	100% of Math Teachers will be knowledgeable in addressing the CCLS in the Unit and Lesson Plans.	Data Collection from Learning Walks, Observations, and Lesson Plans	Teachers are fluent in the CCLS.
3. Unpacking of the CCLS for Science and Technical Subjects	Literacy Coach PMS Administration	100% of Science and Technical Subject Teachers will be knowledgeable in addressing the CCLS in the Unit and Lesson Plans.	Data Collection from Learning Walks, Observations, and Lesson Plans	Teachers are fluent in the CCLS.
4. Unpacking of the CCLS for History and Social Studies	Pearson	100% of Social Studies Teachers will be knowledgeable in addressing the CCLS in the Unit and Lesson Plans.	Data Collection from Learning Walks, Observations, and Lesson Plans	Teachers are fluent in the CCLS.

5. Implementation of the CCLS for English Language Learners and Students with Special Learning Needs	Pearson	100% of the teaching staff will be knowledgeable in addressing the CCLS for students who are English Language Learners and Students with Special Learning Needs	Data Collection from Learning Walks, Observations, Lesson Plans, and IST meetings	Teachers are fluent in implementing the CCLS for all students, including ELLs and SWDs.
6. Successful Implementation of Common Core Assessments	Pearson	100% of teachers will be knowledgeable in aligning classroom assessment to the CCLS.	Completion of common aligned Module/Unit Assessments, mid-terms, and final exams	Teachers understand and are capable to create meaningful, Common Core Aligned Assessments.
7. ELA Grades 6-8 Module Study	DC BOCES Literacy Coach	100% of ELA Teachers will be knowledgeable in the Curriculum Modules on EngageNY and prepared to implement modules starting in Sept. 2013	PCSD Balanced and Aligned Curriculum, Lesson Plans, Learning Walks, Observations	Prepare teachers to implement the new modules for the 2013-2014 school year.
8. Math Grades 6-8 Module Study	DC BOCES Math Coach	100% of Math Teachers will be knowledgeable in the Curriculum Modules on EngageNY and prepared to implement modules starting in Sept. 2013	PCSD Balanced and Aligned Curriculum, Lesson Plans, Learning Walks, Observations	Prepare teachers to implement the new modules for the 2013-2014 school year.
9. CCLS Curriculum Alignment for Social Studies and Science	PCSD Assistant Superintendent for Curriculum and Instruction, Literacy Coach	100% of Science and Social Studies Teachers will be knowledgeable in infusing the CCLS into their current district approved curriculum.	PCSD Balanced and Aligned Curriculum, Lesson Plans, Learning Walks, Observations	Prepare teachers to implement a Common Core Aligned Curriculum for the 2013-2014 school year.
10. CCLS Curriculum Alignment for Technical Subjects	PCSD Assistant Superintendent for Curriculum and Instruction, Literacy Coach	100% of Technical Subject Teachers will be knowledgeable in infusing the CCLS into their current district approved curriculum.	PCSD Balanced and Aligned Curriculum, Lesson Plans, Learning Walks, Observations	Prepare teachers to implement a Common Core Aligned Curriculum for the 2013-2014 school year.

Professional Development	Support	P.D. Events
Effective Instructional Strategies for Middle School	DC BOCES Pearson Literacy Coach Math Coach Hudson Valley RBE-RN	1. Differentiated Instruction 2. Scaffolding Techniques 3. Critical Thinking Strategies 4. Content Area Reading Strategies 5. Content Area Writing Strategies 6. Content Enhancement Workshops Series

Professional Development Event	Agent/Organization Responsible for Delivery	Desired Measureable Outcome	Method of Measuring Outcomes	Rational for Planned event
1. Collaboration and Co-Teaching Teacher's Institute for All Teachers with LEP/ELLs	Hudson Valley RBE-RN April 15, 2013	All teachers of LEP/ELLs are knowledgeable in effective instructional strategies to meet the needs of ELLs.	Data Collection from Learning Walks, Observations, and Lesson Plans.	Foster collaboration and co-teaching that yield effective instruction to meet the diverse academic and language development needs of ELLs and enhance differentiation of instruction for ELLs
2. Differentiated Instruction	DC BOCES	All teachers are knowledgeable in differentiating instruction to address the different learning needs and styles in their classrooms.	Data Collection from Learning Walks, Observations, and Lesson Plans.	All teachers are trained on effective methods of differentiation.
3. Scaffolding Techniques	DC BOCES	All teachers are knowledgeable in providing scaffolds for ELLs and low achieving students to help bridge the learning gap.	Data Collection from Learning Walks, Observations, and Lesson Plans.	All teachers are trained on how to effectively scaffold instruction to increase student achievement.
4. Critical Thinking Strategies	Mentoring Minds http://www.mentoringminds.com/professional-development/	Teachers will have a thorough understanding of the revised Bloom's Taxonomy and/or Webb's Depth of Knowledge and how to incorporate this knowledge in their lessons and activities.	Data Collection from Learning Walks, Observations, and Lesson Plans.	Teachers will have a thorough understanding of how to address higher order thinking skills in their lessons and how to assess these skills in their assessments.

5. Content Area Reading Instruction Book Study- How to Teach Reading You're Not A Reading Teacher- Dr. Sharon Faber	Literacy Coach Reading Teacher	Content Area Teachers will utilize effective Pre Reading, During Reading, and Post Reading Strategies to help students effectively access grade level text.	Data Collection from Learning Walks, Observations, and Lesson Plans.	Content area teachers will have a "toolkit" of strategies to address the various reading levels in their classrooms.
6. Content Area Writing Strategies	Literacy Coach	Content Area teachers will utilize writing strategies, consistent with those utilized in ELA classrooms, in order to address CCLS Writing Standards effectively.	Data Collection from Learning Walks, Observations, and Lesson Plans.	Content Area Teachers will have a "toolkit" of strategies to address the various writing abilities in their classroom.

Professional Development	Support	P.D. Events
Response to Intervention		1. RTI and Academics: Evidence Based Interventions for Struggling Students 2. Content Enhancement Facilitator Training 3. Content Enhancement Workshops- turnkey by Coaches

Professional Development Event	Agent/Organization Responsible for Delivery	Desired Measureable Outcome	Method of Measuring Outcomes	Rational for Planned event
1. RTI and Academics: Evidence Based Interventions for Difficult to Teach Students Webinar	Jim Wright- Intervention Central	Teachers will utilize research based interventions in their daily lessons in order to assist struggling students	Lesson plans, Data Collection from Learning Walks	Teachers will be given the necessary tools to plan and carry out effective interventions.
2. Content Enhancement Facilitator Training- Strategic Instruction Model (SIM)	Dee Berlinghoff, Mount Saint Mary College Literacy and Math Coaches	PMS Coaches become trained facilitators for Content Enhancement in order to turn key training to staff.	Completion of certification training	Coaches will be trained in order to turnkey training to the entire staff
3. Content Enhancement Workshop Series	PMS Coaches	All PMS staff will be trained in the Content Enhancement Instructional Model	All staff complete training, lesson plans, Learning Walks	Teachers will be trained in strategic teaching methods to implement Tier 2 interventions in their classrooms

Professional Development	Support	P.D. Events
Technology in the Classroom	PMS Teachers: Steve Hicks, Erika Primiano, Kathy Dudley	1. Skedula Training 2. Moodle 101 3. Basic Smartboard Tools 4. Using Prezi in the Classroom

Professional Development Event	Agent/Organization Responsible for Delivery	Desired Measureable Outcome	Method of Measuring Outcomes	Rational for Planned event
Skedula- How to Upload Resources, Effectively Utilize the Parent Portal and the Importance of Anecdotal Records	Steve Hicks, Math Coach	All teachers will be knowledgeable in the essential communication tools available through Skedula.		Teachers will be trained in 21st Century Communication tools.
Moodle 101	Kathy Dudley, PMS Teacher	All teachers will set up their own Moodle Account and update content on a regular basis for students and parents.		Increase communication with students and parents.
Basic Smartboard Tools	Steve Hicks, Math Coach	All teachers will be knowledgeable in how to effectively engage students in Smartboard activities.	Lesson plans, Learning Walks, Observations	Increase technology integration to improve student learning and engagement.
Using Prezis in the Classroom	Erika Primiano, PMS Teacher	All teachers will be knowledgeable in how to effectively engage students using Prezis to introduce material.	Lesson plans, Learning Walks, Observations	Increase technology integration to improve student learning and engagement.

ADDENDUM

II – School-level

J. Communication and Stakeholder Involvement

* Evidence of Success

EVIDENCE OF SUCCESS 2012-13

GOAL A: Increase the Number of Students Graduating from the Poughkeepsie High School

1. By August 31, 2013 the New York State official graduation rate for students in the 2009 Cohort from the Poughkeepsie City School District will be 65%.

2. The Board will receive a progress report on the implementation of the SIG Plan for the Poughkeepsie High School (identified as a Priority School) by January 31, 2013 and June 30, 2013.

3. Regents Exams:
   a) The percentage of students achieving a score of 75 on the Comprehensive English Regents Exam given any time during the 2012-13 school year will be 60% an increase of 4% over school year 2011-12.

   b) The percentage of students achieving a score of 65 on the Global History Regents Exam given any time during the 2012-13 school year will be 49% an increase of 4% over school year 2011-13.

   c) The percentage of students achieving a score of 65 on the US History Regents Exam given any time during the 2012-13 school years will be 68% an increase of 4% over school year 2011-12.

   d) The percentage of students achieving a score of 65 on all (aggregate) Science Regents Exam given any time during the 2012-13 school year will be 54% an increase of 4% over school year 2011-12.

   e) The percentage of students achieving a 65 on all (aggregate) Math Regents Exams given any time during the 2012-13 school year will be 38% an increase of 4% over school year 2011-12.

4. Student Attendance:
   a) The average daily attendance for the Poughkeepsie High School will be 90% and increase of 4.5% from school year 2011-12.

   b) The Board will receive a report of the average daily attendance for all elementary schools and the Poughkeepsie Middle School.

5. Employee Attendance:
   a) The overall attendance of teachers and paraprofessionals will increase by 1%. The district will monitor the attendance of all employees on a quarterly basis. A report will be provided by July 31, 2013 to the Board regard teacher, paraprofessional, administrator and civil service employee attendance. This report shall be broken down by school and include the number of employees and the percent of attendance.

GOAL B: All Students will be Educated in a Safe and Secure Environment

1. All buildings will have a School Violence Index of less than .5 as calculated from the VADIR Report using the NYSED weighted formula and the last filed State Report. A report for school year 2012-13 will be provided to the Board of Education by November 1, 2013.

2. The Board shall receive a report by August 1, 2013 regarding the District's compliance with the Dignity for all Act during school year 2012-13.

3. There will be a reduction in suspensions for ten or more days of Students with Disabilities to 4%. The Board will receive a report by August 1, 2013.

4. There will be a reduction in suspensions for all students related to repeated offenses by 7%. The Board will receive a report by August 1, 2013.

5. There will be a reduction in suspensions for general education students by 5%. The Board will receive a report by August 1, 2013.

GOAL C: Improve the Communication Between the District and our Students, Parents of our Students, and the Community

1. By January 1, 2013, a Data-Cation parent monthly log-in tracking report will be developed.

2. By January 11, 2013, the District will provide training for office staff and greeters for the purpose of improving inter-personal relations with our public.

3. By February 14, 2013, the Superintendent will produce one electronic newsletter to all employees.

4. By January 15, 2013, the District will host an Open House for realtors and community-based groups in order to increase their knowledge of the District. The Open House shall include guided tours of school buildings featuring student ambassadors.

5. By March 15, 2013, the Director of Technology, in collaboration with a committee of PTA and PTSA Presidents, Principals, in collaboration with the Assistant Superintendents, and a representative group of students will finalize a social media proposal to the Superintendent.

6. By January 29, 2013 the Board of Education will receive a report indicating the number of volunteers in the district. The report will also include a plan that outlines the process to increase the number of volunteers by 300% .

7. During 2012 – 13 School Year, the District-wide School Messenger System will focus on notifying parents about school site events and programs, as well as PTA and Board of Education meetings. This will begin as of November 8, 2012.

8. By January 19, 2013, the District will develop a plan to improve its communication with the Hispanic/Latino population by providing information about education, ESL and/or Bilingual Instructional Programs, community services, facilitate the adaption process, increase parental involvement, and assist in their transition.

9. The building principals will include into the School Comprehensive Education Plan (SCEP), due to the State Education Department by November 30, 2012, a Parent Involvement Action Plan, which will increase parent participation and engagement.

GOAL D: Update the Three Year Strategic Plan and create a Blueprint to ensure checkpoints and objectives are met.

1. By April 1, 2013 the Board will receive an updated Strategic Plan with specific check points/objectives and a list of those already achieved and the time line for achieving the remainder.

GOAL E: Ensure that the Elementary and Middle School demonstrate significant progress in academic achievement.

1. Create and implement a District-wide Comprehensive Improvement Plan (DCIP) to Increase the success of Students at our Middle School and Elementary Schools.

2. The Board will receive a first draft of the DCIP for the Poughkeepsie School District (identified as a Focus District) by December 12, 2012 which will address a plan improving the New York State School scores in ELA and Math in our Elementary and Middle Schools.

3. By the application deadline established by the SED, the Board will receive a copy of the SIG application that will address the Poughkeepsie Middle School's Priority School Status.

4. Achievement goals on Local and New York State assessments.

    a. The overall percentage of students achieving proficiency (Levels 3 and 4) on the 2012-13 Grade 3-8 NYS ELA Assessment will be 36%. This is an increase of 5% over school year 2011-12.

    b. The overall percentage of students achieving proficiency (Levels 3 and 4) on the 2012-13 Grade 3-8 NYS Math Assessment will be 35%. This is an increase of 5% over school year 2011-12.

    c. The District-wide grade 3 average RIT score for the Spring MAP Reading Assessment will be 194. This is an increase of 3 points over school year 2011-12.

Attachment A
Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable 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) Edgar Glascott Type or print name Mr. Edgar Glascott		
Teachers Union President / Lead	Date 1/25/13	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) Debra Kardas 1/21/13 Type or print name Ms. Debra Kardas		
Parent Group President / Lead	Date 1/25/13	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) Charlene Smart Type or print name CHARLENE SMART		

Attachment B

School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	Baseline Data	Target for 2013-2014	Target for 2014-2015	Target for 2015-16
I. Leading Indicators							
a. Number of minutes in the school year	min	59400	75985	76440			
b. Student participation in State ELA assessment	%	99	98	98	99	99	100
c. Student participation in State Math assessment	%	99	98	98	99	99	100
d. Drop-out rate	%	3	0	0	0	0	0
e. Student average daily attendance	%	93	91	94	95	96	96
f. Student completion of advanced coursework				66	75	85	100
g. Suspension rate	%	5	15	38	30	28	25
h. Number of discipline referrals	num		5405	3010	2800	2500	2000
i. Truancy rate	%						
j. Teacher attendance rate	%		93.2	94	95	96	97
k. Teachers rated as "effective" and "highly effective"	%		N/a	N/a	20	25	30
l. Hours of professional development to improve teacher performance	num			960	1000	1200	
m. Hours of professional development to improve leadership and governance	num			75	100	150	
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num			50	75	100	
II. Academic Indicators							
o. ELA performance index	PI	144	108	107	115	120	125
p. Math performance index	PI	157	109	103	115	120	125
q. Student scoring "proficient" or higher on ELA assessment	%	55	31	26	30	35	40
r. Students scoring "proficient" or higher on Math assessment	%	65	30	25	30	35	40
s. Average SAT score	score						
t. Students taking PSAT	num						
u. Students receiving Regents diploma with advanced designation	%		6				
v. High school graduation rate	%	77	61				
w. Ninth graders being retained	%						
x. High school graduates accepted into two or four year colleges	%						

Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization **Name and Contact Information and description of type of service provided.**	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contacts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Pearson 1919 M Street NW Suite 600 Washington, DC 20036 Phone: 202.783.3668 Pearson provided whole school reform at all Niagara Falls City School District elementary (K–6) and preparatory schools (7–8) from 1998–2009. Since 2008, Pearson has provided targeted literacy and math support at Niagara Falls High School and continues to do so. Pearson also began providing K–12 professional development and in-class support in 2010 around implementing the Common Core State Standards in ELA/literacy, math, social studies, and science and that work continues.	1. 79th Street Elementary	1. Dr. Carol Gold, Administrator for Curriculum and Instruction, Niagara Falls City School District 716-286-4207, cgold@nfschools.net
	2. Harry F. Abate Elementary	2. See No. 1 above
	3. Cataract Elementary	3. See No. 1 above
	4. Hyde Park Elementary	4. See No. 1 above
	5. Henry J. Kalfas Elementary	5. See No. 1 above
	6. Geraldine J. Mann Elementary	6. See No. 1 above
	7. Maple Avenue Elementary	7. See No. 1 above
	8. Niagara Street Elementary	8. See No. 1 above
	9. Gaskill Preparatory School	9. See No. 1 above
	10. LaSalle Preparatory School	10. See No. 1 above
	11. Niagara Falls High School	11. See No. 1 above
Partner Organization **Name and Contact Information and description of type of service provided.**	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contacts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)

Pearson 1919 M Street NW Suite 600 Washington, DC 20036 Phone: 202.783.3668 In the Poughkeepsie City School District in New York, Pearson provided whole school reform at Poughkeepsie Middle School from 2005–2008 and at Poughkeepsie High School from 2006–2010. From 2008–2011, Pearson provided professional development on co-teaching for Poughkeepsie K–12 teachers. In 2013 Pearson is providing professional development for Poughkeepsie leaders on implementing the Common Core State Standards.	1. Poughkeepsie Middle School	1. Jose Carrion, Assistant Superintendent Poughkeepsie City School District 845-451-4950 jcarrion@poughkeepsieschools.org
	2. Poughkeepsie High School	2. See No. 1 above.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.
Partner Organization **Name and Contact Information and description of type of service provided.**	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contacts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Pearson 1919 M Street NW Suite 600 Washington, DC 20036 Phone: 202.783.3668 Pearson worked with the Los Angeles Unified School District in California to implement the Learning Teams model in secondary and elementary schools.	1. 184 secondary schools	1. Patricia Pernin, Coordinator, Learning Teams Los Angeles Unified School District 213-241-2097 patricia.pernin@lausd.net
	2. 13 elementary schools	2. See No. 1 above.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
	7.	7.

	8.	8.
	9.	9.
	10.	10.
Partner Organization **Name and Contact Information and description of type of service provided.**	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contacts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Pearson 1919 M Street NW Suite 600 Washington, DC 20036 Phone: 202.783.3668 Pearson provided school improvement services, professional development, and intervention programs for elementary, middle and high schools in the Prince George's County Public Schools in Maryland.	1. 22 elementary schools	1. Dr. Jane Ennis, Principal Adelphi Elementary School Prince George's County Public Schools 301-431-6250 jane.ennis@pgcps.org
	2. 17 middle schools	2. See No. 1 above.
	3. 16 high schools	3. See No. 1 above.
	4.	4.
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.

Attachment D - (1003g) Budget Summary Chart

Agency Code	1	3	1	5	0	0	0	1	0	0	0
Agency Name											

Pre-implementation Period
(April 1, 2013 - August, 31, 2013)

Categories	Code	Costs
Professional Salaries	15	$155,065
Support Staff Salaries	16	0
Purchased Services	40	$10,500
Supplies and Materials	45	$71,950
Travel Expenses	46	0
Employee Benefits	80	$22,531
Indirect Cost (IC)	90	0
BOCES Service	49	0
Minor Remodeling	30	0
Equipment	20	0
	Total	$260,046

Year 1 Implementation Period
(September 1, 2013 - August 31, 2014)

Categories	Code	Costs
Professional Salaries	15	$633,970
Support Staff Salaries	16	$59,400
Purchased Services	40	$170,500
Supplies and Materials	45	$665,600
Travel Expenses	46	0
Employee Benefits	80	$209,459
Indirect Cost (IC)	90	0
BOCES Service	49	$1,000
Minor Remodeling	30	0
Equipment	20	0
	Total	$1,739,929

Year 2 Implementation Period
(September 1, 2014 - August 31, 2015 – for Turnaround, Restart, and Transformation models only)

Categories	Code	Costs
Professional Salaries	15	$670,714
Support Staff Salaries	16	$59,400
Purchased Services	40	$181,000
Supplies and Materials	45	$370,400
Travel Expenses	46	0
Employee Benefits	80	$218,432
Indirect Cost (IC)	90	0
BOCES Service	49	0
Minor Remodeling	30	0
Equipment	20	0
	Total	$1,499,946

Year 3 Implementation Period
(September 1, 2015 - August 31, 2016 – for Turnaround, Restart, and Transformation models only)

Categories	Code	Costs
Professional Salaries	15	$576,130
Support Staff Salaries	16	$59,400
Purchased Services	40	$168,000
Supplies and Materials	45	$1,950
Travel Expenses	46	0
Employee Benefits	80	$194,486
Indirect Cost (IC)	90	0
BOCES Service	49	0
Minor Remodeling	30	0
Equipment	20	0
	Total	$999,966

Total Project Period
(April 1, 2013 - August 31, 2016 for Turnaround, Restart, and Transformation OR April 1, 2013 – August 31, 2014 for Closure models)

Categories	Code	Costs
Professional Salaries	15	$2,035,879
Support Staff Salaries	16	$ 178,200
Purchased Services	40	$ 530,000
Supplies and Materials	45	$1,109,900
Travel Expenses	46	0
Employee Benefits	80	$ 644,908
Indirect Cost (IC)	90	0
BOCES Service	49	$ 1,000
Minor Remodeling	30	0
Equipment	20	0
	Total Project Budget	$4,499,887

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

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

= Required Field

Local Agency Information

Funding Source:	1003(g) School Improvement Grant		
Report Prepared By:	José Carrión		
Agency Name:	Poughkeepsie City School District		
Mailing Address:	11 College Avenue Street		
	Poughkeepsie City	New York State	12603 Zip Code
Telephone # of Report Preparer:	845 451-4980	**County:**	Dutchess
E-mail Address:	jcarrion@poughkeepsieschools.org		

Project Funding Dates: 4/1/2013 (Start) — 31-Aug-13 (End)

INSTRUCTIONS

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

SALARIES FOR PROFESSIONAL STAFF			
		Subtotal - Code 15	$155,065
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Teacher pay to attend 2 day workshop - Lauch Institute presented by Pearson to prepare for the changes in the 2013-14 school year.	75 teachers X 2 days X $405 per day	$405 per day contractual rate	$60,750
Transformation Team: to pay the 7 teacher members of the Transformation Team to meet from April through August (6 times) for 2 hours per meeting	7 teachers X 6 meetings X 2 hours X $65 per hour	$65 per hour contractual rate	$5,460
Design Team: To pay the 4 Design Team teachers to meet for 10 hours to prepare for the changes in the 2013-14 school year at PMS.	4 teachers X 10 hours X $65 per hour	$65 per hour contractual rate	$2,600
Advisory Lead Teachers: To allow for the 2 Advisory Lead teacher from PHS to meet with the 2 Advisory Lead Teachers from PMS to prepare for the Poughkeepsie Middle School Student Advisory program for 10 hours during the preimplementation period.	4 Lead Teachers X 10 hours X $65	$65 per hour contractual rate	$2,600
Transition Summer Program for students entering grades 6, 7 and 8. 15 teachers X 18 days X 4.5 hours X $65	15 teachers X 18 days X 4.5 hours X $65	$65 per hour contractual rate	$78,975
Payment for In-service instructors for an in-service course for English and Math Teachers Grades 6-8 to integrate the CCLS into the ELA and Math curricula. 4 in-service instructors for 18 hours at $65 per hour	4 in-service instructors X 18 hours X $65 per hour	$65 per hour contractual rate	$4,680

SALARIES FOR SUPPORT STAFF			
		Subtotal - Code 16	
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary

PURCHASED SERVICES			
		Subtotal - Code 40	$10,500
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Pearson: 3 days of workshops, The Launch Institute. Day 1 for Administrators, Days 2 and 3 for the	Pearson	3 days X $3,500 per day	$10,500

SUPPLIES AND MATERIALS			
		Subtotal - Code 45	$71,950
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Supplies and materials for 3 day workshops. Chart paper, markers, pads and pens			$450
Wireless capacity for PMS: To purchase the access points, ethernet cable and connectors.			$60,000
Supplies and materials for 18 day student Transition Program. Chart paper, markers, pads, notebooks, science and			$4,000
Books for the 3 day Launch institute	75.00	$100.00	$7,500

TRAVEL EXPENSES			
		Subtotal - Code 46	
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures

Employee Benefits		
	Subtotal - Code 80	$22,531
Benefit		**Proposed Expenditure**
Social Security		$11,862
Retirement	New York State Teachers	$9,599
	New York State Employees	
	Other - Pension	
Health Insurance		
Worker's Compensation		$1,070
Unemployment Insurance		
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	
B.	Approved Restricted Indirect Cost Rate	
C.	Subtotal - Code 90	

For your information, maximum direct cost base = $260,046.00

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

PURCHASED SERVICES WITH BOCES			
		Subtotal - Code 49	
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure

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

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

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	$155,065
Support Staff Salaries	16	
Purchased Services	40	$10,500
Supplies and Materials	45	$71,950
Travel Expenses	46	
Employee Benefits	80	$22,531
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		$260,046

Agency Code: **131500010000**

Project #:

Contract #:

Agency Name: Poughkeepsie City School District

CHIEF ADMINISTRATOR'S CERTIFICATION

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

1/25/13 Laval S. Wilson

Date Signature

Dr. Laval S. Wilson, Superintendent

Name and Title of Chief Administrative Officer

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To

Program Approval: _____ Date: _____

Fiscal Year	First Payment	Line #

Voucher # _____ First Payment _____

Finance: Logged _____ Approved _____ MIR _____

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

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

= Required Field

Local Agency Information

Funding Source:	1003(g) School Improvement Grant
Report Prepared By:	José Carrión
Agency Name:	Poughkeepsie City School District
Mailing Address:	11 College Avenue (Street)
	Poughkeepsie (City) / New York (State) / 12603 (Zip Code)
Telephone # of Report Preparer:	845 451-4980
County:	Dutchess
E-mail Address:	jcarrion@poughkeepsieschools.org
Project Funding Dates:	9/1/2013 (Start) – 8/31/2014 (End)

INSTRUCTIONS

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

SALARIES FOR PROFESSIONAL STAFF			
		Subtotal - Code 15	$633,970
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Teachers to provide AIS support for PMS students.	4.00	$60,000	$240,000
Lead Teachers Advisories: Planning advisory groups, developing advisory activities, developing teachers' skills in working with small groups of students, compiling data and analyzing data. 2 Lead Teachers X $1,000	2 Lead Teachers X $1,000		$2,000
6th Assignment to enable teachers to teach more than 5 sections per day which will provide for increased learning time for students. 6 teachers X $1,200.	6 teachers X $1,500		$7,200
Transformation Team: to pay the 7 teacher members of the Transformation Team to meet monthly from September through June (10 times) for 2 hours per meeting	7 teachers X 10 meetings X 2 hours X $65 per hour	$65 per hour contractual rate	$9,100
Principal's Stipend	stipend	$5,000	$5,000
Assistant Principals' Stipend: 3 Assistant Principals X $3,000	Stipend	3 AP's X $3,000	$9,000
School Implementation Manager (SIM)	1.0 FTE	$120,000	$120,000
Lead Teachers Department: Providing embedded professional development in Core subject areas as well as developing curriculum to include CCLS. 4 Lead Teachers X $2,500	4 Lead Teachers X $2,500		$10,000
Lead Teachers Data Team: Developing a data-driven culture by providing data and its analysis to each grade level. Developing classroom teachers' skills in understanding and using data. 3 Lead Teachers X $1,000	3 Lead Teachers X $1,000		$3,000
Training for Data Team Lead teachers by the Data Team at Poughkeepsie High School who hold certificates of completion - Decision Making for Results & Data Team Certification Training by The Leadership and Learning Center. 3 Data Team trainers + 3 PMS Data Team members X 10 hours of training X $65 per hour	3 Data Team Trainers and 3 PMS Data Team members X 10 hours X $65 per hour	$65 per hour contractual rate	$3,900

Teachers for Extended Day: To provide enrichment activities to extend student learning 20 teachers X 1 hour X $65 X 100 days	20 teachers X 1 hour X $65 X 100 days	$65 per hour contractual rate	$130,000
Transition Summer Program for students entering grades 6, 7 and 8. 18 teachers X 18 days X 4.5 hours X $65	8 teachers X 18 days X 4.5 hours X $65 per hour	$65 per hour contractual rate	$94,770

SALARIES FOR SUPPORT STAFF			
		Subtotal - Code 16	$59,400
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Teaching Assistant to provide coverage (instructional) for classrooms so that classroom teachers can participate in embedded professional development.	1.00	$59,400.00	$59,400

PURCHASED SERVICES			
		Subtotal - Code 40	$170,500
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Turn Around Officers	TBD	4 visits X 3 days per visit X $1,000 per visit X 2 Officers	$24,000
Pearson embedded professional development	Pearson	$139,500.00	$139,500.00
Literacy Across the Content Areas	Heinemann	2 full days of training X $3,500 per day	$7,000

SUPPLIES AND MATERIALS			
		Subtotal - Code 45	$665,600
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Notebooks for student use. These notebooks will allow students to take MAP testing as well as providing in classroom and extended day on-line activities and enrichment.	620.00	$800.00	$496,000
Netbooks for teacher and administrator use providing the capacity for planning, developing the data driven culture as well as communicating with parents and students via email.	110.00	$800.00	$88,000
Notebook carts with electrical which will hold 15 netbooks allowing mobile labs to move from classroom to classroom.	25.00	$3,000.00	$75,000
Supplies and materials for embedded professional development activities.			$2,000
Supplies and materials for Transition Summer Program including chart paper, post-it notes, pens, spiral notebooks and consumable Math and Science materials.			$4,600

TRAVEL EXPENSES			
		Subtotal - Code 46	
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures

Employee Benefits		
	Subtotal - Code 80	$209,459
Benefit		**Proposed Expenditure**
Social Security		$53,043
Retirement	New York State Teachers	$39,243
	New York State Employees	$4,455
	Other - Pension	
Health Insurance		$107,934
Worker's Compensation		$4,784
Unemployment Insurance		
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	$0
B.	Approved Restricted Indirect Cost Rate	
C.	Subtotal - Code 90	$0

For your information, maximum direct cost base = $1,738,929.00

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

PURCHASED SERVICES WITH BOCES			
		Subtotal - Code 49	$1,000
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
Compass Learning add on for Middle School	Dutchess BOCES	$1,000.00	$1,000

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

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

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	$633,970
Support Staff Salaries	16	$59,400
Purchased Services	40	$170,500
Supplies and Materials	45	$665,600
Travel Expenses	46	
Employee Benefits	80	$209,459
Indirect Cost	90	$0
BOCES Services	49	$1,000
Minor Remodeling	30	
Equipment	20	
Grand Total		$1,739,929

Agency Code: **131500010000**

Project #:

Contract #:

Agency Name: Poughkeepsie City School District

CHIEF ADMINISTRATOR'S CERTIFICATION

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

1/25/13 (Date) Laval S. Wilson (Signature)

Dr. Laval S. Wilson, Superintendent

Name and Title of Chief Administrative Officer

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To

Program Approval: _____ Date: _____

Fiscal Year	First Payment	Line #

Voucher # _____ First Payment _____

Finance: Logged _____ Approved _____ MIR _____

BUDGET NARRATIVE
Poughkeepsie City School District 131500010000
SIG Poughkeepsie Middle School
Pre-Implementation Budget 2013

<table>
<tr><th>CODE/
BUDGET CATEGORY</th><th>EXPLANATION OF EXPENDITURES IN THIS CATEGORY</th></tr>
<tr><td>Code 15
Professional Salaries</td><td>SIG GOAL: Developing Leadership Capacity:
SIG GOAL: Developing Teacher Capacity:
SIG GOAL: Developing a Data-Driven Culture
<table>
<tr><td>Teacher pay to attend 2 day workshop - Launch Institute presented by Pearson to prepare for the changes in the 2013-14 school year. This workshop will provide PMS staff with the tools to implement change.</td><td>75 teachers X 2 days X $405 per day</td><td>$405 per day contractual rate</td></tr>
<tr><td>Transformation Team: to pay the 7 teacher members of the Transformation Team to meet from April through August (6 times) for 2 hours per meeting. This Transformation Team will continue through the 2013-14 school year and will help to guide the Administrative Team through the necessary changes to the instructional, managerial and design segments of the school.</td><td>7 teachers X 6 meetings X 2 hours X $65 per hour</td><td>$65 per hour contractual rate</td></tr>
<tr><td>Design Team: To pay the 4 Design Team teachers to meet for 10 hours to prepare for the changes in the 2013-14 school year at PMS.</td><td>4 teachers X 10 hours X $65 per hour</td><td>$65 per hour contractual rate</td></tr>
<tr><td>Advisory Lead Teachers: To allow for the 2 Advisory Lead teachers from PHS to meet with the 2 Advisory Lead Teachers from PMS to prepare for the Poughkeepsie Middle School Student Advisory program for 10 hours during the pre-implementation period. In order for the Student Advisory Program to begin during the first week of school, planning must take place in the pre-implementation period. Using the successful model that is in place at the High School, the lead teacher of both schools will meet and plan for the implementation of the Student Advisory periods at the Middle School.</td><td>4 Lead Teachers X 10 hours X $65</td><td>$65 per hour contractual rate</td></tr>
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BUDGET CATEGORY</th><th>EXPLANATION OF EXPENDITURES IN THIS CATEGORY</th></tr>
<tr><td></td><td>
<table>
<tr><td>Transition Summer Program for students entering grades 6, 7 and 8. 15 teachers X 18 days X 4.5 hours X $65</td><td>15 teachers X 18 days X 4.5 hours X $65</td><td>$65 per hour contractual rate</td></tr>
<tr><td>Payment for In-service instructors for an in-service course for English and Math Teachers Grades 6-8 to integrate the CCLS into the ELA and Math curricula. 4 in-service instructors for 18 hours at $65 per hour. In order to provide English and Math teachers with a well-developed understanding of the CCLS and the ability to integrate the precepts into their curricula, the staff will be trained in an in-service model, allowing for all English and Math teachers to be trained and receive in-service credit.</td><td>4 in-service instructors X 18 hours X $65 per hour</td><td>$65 per hour contractual rate</td></tr>
</table>
</td></tr>
<tr><td>Code 16
Support Staff Salaries</td><td>There are no support staff charged to this pre-implementation period.</td></tr>
<tr><td>Code 40
Purchased Services</td><td>SIG GOAL: Developing Leadership Capacity
SIG GOAL: Developing Teacher Capacity
<table>
<tr><td>Pearson: 3 days of workshops, The Launch Institute. Day 1 for Administrators, Days 2 and 3 for the entire staff. Pearson has been working with PCSD administrative staff and has had a positive effect on changing the leadership model across the District. Pearson has met with the Principal of PMS and the Assistant Superintendent of Curriculum and Instruction to prepare a 3 day institute specifically targeted to meet the needs of the Transformation model and the Poughkeepsie Middle School.</td><td>Pearson</td><td>3 days X $3,500 per day</td></tr>
</table>
</td></tr>
<tr><td>Code 45
Supplies and Materials</td><td>SIG GOAL: Developing Leadership Capacity
SIG GOAL: Developing Teacher Capacity
<table>
<tr><td>Supplies and materials for 3 day workshops. Chart paper, markers, pads and pens</td><td>$450</td></tr>
</table>
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</table>

CODE/ BUDGET CATEGORY	*EXPLANATION OF EXPENDITURES IN THIS CATEGORY*
	Books for the 3 day Launch Institute. Professional reading had become an integral part of the adult learning process. We are planning to purchase 2 books for all of the teacher participants at the Launch Institute. — $7,500 SIG GOAL: Increasing Learning Time SIG GOAL: Developing Leadership Capacity SIG GOAL: Developing Teacher Capacity SIG GOAL: Developing a Data-Driven Culture Wireless capacity for PMS: To purchase the access points, ethernet cable and connectors. In order to align with the program goals of developing a data-driven culture, increasing teacher capacity and increasing student learning time, the necessity of wireless computer use becomes paramount. Currently, PMS is without wireless capacity. This cost would allow for the entire building to allow for wireless internet. — $60,000 SIG GOAL: Increasing Learning Time Supplies and materials for 18 day student Transition Program. Chart paper, markers, pads, notebooks, science and math consumable materials and pens — $4,000
Code 46 *Travel Expenses*	There are no travel expenses charged to this pre-implementation period.
Code 80 *Employee Benefits*	Social Security @ 7.65% = $11,862 Teacher Retirement @ 6.19% = $9,599 Worker's Compensation @ 0.69% = $1,070
Code 90 *Indirect Cost*	There are no indirect costs charged to this pre-implementation period.
Code 49 *BOCES Services*	There are no BOCES services charged to this pre-implementation period.
Code 30 *Minor Remodeling*	There is no minor remodeling charged to this pre-implementation period.
Code 20 *Equipment*	There is no equipment in this pre-implementation period.

BUDGET NARRATIVE
Poughkeepsie City School District 131500010000
SIG Poughkeepsie Middle School
Year One Budget 2013-2014

<table>
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BUDGET CATEGORY</th><th>EXPLANATION OF EXPENDITURES IN THIS CATEGORY</th></tr>
<tr><td>Code 15
Professional Salaries</td><td>
SIG GOAL: Developing Leadership Capacity:
<table>
<tr><td>School Implementation Manager (SIM). The SIM will model successful strategies for school improvement through the Transformation model, promoting a data driven culture, improving parent-community relationships, evolving student learning opportunities and develop those characteristics in the PMS Leadership Team.</td><td>1.0 FTE</td><td>$120,000</td></tr>
<tr><td>Principal's Stipend which will compensate the Principal as she provides management and supervision of extended day programs.</td><td>stipend</td><td>$5,000</td></tr>
<tr><td>Assistant Principals' Stipend which will compensate the Assistant Principals as they provide management and supervision of extended day programs. 3 Assistant Principals X $3,000.</td><td>Stipend</td><td>3 AP's X $3,000</td></tr>
</table>
SIG GOAL: Developing Teacher Capacity
SIG GOAL: Developing a Data Driven Culture
<table>
<tr><td>Lead Teachers Advisories: Planning advisory groups, developing advisory activities, developing teacher's skills in working with small groups of students, compiling Student Advisory data and analyzing this data. 2 Lead Teachers X $1,000</td><td>2 Lead Teachers X $1,000</td><td></td></tr>
<tr><td>Transformation Team: to pay the 7 teacher members of the Transformation Team to meet monthly from September through June (10 times) for 2 hours per meeting. This Diverse team will provide on-going internal program monitoring as well as developing more effective communication models regarding the Transformation Model implementation and its progress.</td><td>7 teachers X 10 meetings X 2 hours X $65 per hour</td><td>$65 per hour contractual rate</td></tr>
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</table>

CODE/ BUDGET CATEGORY	*EXPLANATION OF EXPENDITURES IN THIS CATEGORY*		
	Lead Teachers Department: Providing embedded professional development in Core subject areas as well as developing curriculum to include CCLS. These Lead Department staff will provide professional development on the APPR process as well as support for SLO development by classroom teachers. 4 Lead Teachers X $2,500	4 Lead Teachers X $2,500	
	Lead Teachers Data Team: Developing a data-driven culture by providing data and its analysis to each grade level. Developing classroom teachers' skills in understanding and using data. 3 Lead Teachers X $1,000	3 Lead Teachers X $1,000	
	Training for Data Team Lead teachers by the Data Team at Poughkeepsie High School who hold certificates of completion - Decision Making for Results & Data Team Certification Training by The Leadership and Learning Center. 3 Data Team trainers + 3 PMS Data Team members X 10 hours of training X $65 per hour	3 Data Team Trainers and 3 PMS Data Team members X 10 hours X $65 per hour	$65 per hour contractual rate
	SIG GOAL: Increasing Learning Time		
	Teachers to provide AIS support for PMS students. These four additional teachers will provide additional support for students who are struggling with core content.	4.00	$60,000
	6th Assignment to enable English and Math teachers to teach more than 5 sections per day which will provide for increased learning time for students. 6 teachers X $1,200.	6 teachers X $1,500	
	Teachers for Extended Day: To provide enrichment activities to extend student learning. Activities such as chess club, Science Olympiad, Foreign Language clubs will be offered to enrich student learning. 20 teachers X 1 hour X $65 X 100 days	20 teachers X 1 hour X $65 X 100 days	$65 per hour contractual rate
	Transition Summer Program for students entering grades 6, 7 and 8. This program will provide students the opportunities to prepare themselves for the upcoming year. English, Reading and Social Studies are taught together using a social studies topic	8 teachers X 18 days X 4.5 hours X $65 per hour	$65 per hour contractual rate

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY			
	with embedded English readings (CCLS) along with Reading strategies to improve reading and writing capacity (rapid read and rapid write activities daily). Science and Math are taught with hands-on experiences which include daily literacy activities. 18 teachers X 18 days X 4.5 hours X $65			
Code 16 *Support Staff Salaries*	SIG GOAL: Developing Teacher Capacity			
	Teaching Assistant to provide coverage (instructional) for classrooms so that classroom teachers can participate in embedded professional development.	1.00	$59,400.00	
Code 40 *Purchased Services*	SIG GOAL: Developing Leadership Capacity SIG GOAL: Developing Teacher Capacity			
	Turn Around Officers. The Turn Around Officers provide information to Leadership Team, Teachers and Parents regarding the implementation and progress of the Transformation Model. They provide feedback for the Leadership Team and allow for quarterly course correction.	TBD	4 visits X 3 days per visit X $1,000 per visit X 2 Officers	
	Pearson embedded professional development. Some of the topics that will be covered by Pearson Professional development team are: Integrating the Common Core Learning Standards into the content areas; using data to adjust instruction, etc.	Pearson	$139,500.00	
	Literacy Across the Content Areas - Heinemann has provided interesting workshops which help teachers to include literacy in their curriculum.	Heinemann	2 full days of training X $3,500 per day	
Code 45 *Supplies and Materials*	SIG GOAL: Developing Leadership Capacity SIG GOAL: Developing Teacher Capacity SIG GOAL: Developing a Community Oriented School			
	Netbooks for teacher and administrator use providing the capacity for planning, developing the data driven culture as well as communicating with parents and students via email.	110.00	$800.00	
	Supplies and materials for embedded professional development activities. Supplies such as post-it chart paper, post-it notes, and flash drives will		$2,000.00	

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY
	enhance professional development activities.

SIG GOAL: Increasing Learning Time

Notebooks for student use. These notebooks will allow students to take MAP testing as well as providing in classroom and extended day on-line activities and enrichment.	620.00	$800.00
Notebook carts with electrical which will hold 15 netbooks allowing mobile labs to move from classroom to classroom. These carts will allow the notebooks to move giving more students more opportunities to use them.	25.00	$3,000.00
Supplies and materials for Transition Summer Program including chart paper, post-it notes, pens, spiral notebooks and consumable Math and Science materials.		$4,600

Code 46 *Travel Expenses*	There are no travel expenses charged to this grant period.
Code 80 *Employee Benefits*	Social Security @ 7.65% = $53,043 Teacher Retirement @ 6.19% = $39,243 Employee Retirement @ 7.5% - $4,455 Worker's Compensation @ 0.69% = $4,784 Health Benefits: Total $107, 934
Code 90 *Indirect Cost*	There are no indirect costs charged to this grant period.
Code 49 *BOCES Services*	SIG GOAL: Increasing Learning Time SIG GOAL: Developing a Data Driven Culture

Compass Learning add on for Middle School. Compass Learning provides student learning in English and Math. This computer assisted learning provides each student with more difficult or remedial questions depending on their responses. Data for teachers and parents is provided on a consistent basis. The add-on,	Dutchess BOCES	$1,000.00

CODE/ BUDGET CATEGORY	*EXPLANATION OF EXPENDITURES IN THIS CATEGORY*
	which will be purchased with these funds, will provide data that is aligned to the CCLS, providing data which will assist in developing programs to meet the Transformation Model as well as to meet student learning needs.
Code 30 *Minor Remodeling*	There is no minor remodeling charged to this grant period.
Code 20 *Equipment*	There is no equipment in this grant period.

Assurances and Waivers for Federal Discretionary Program Funds

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

Federal Assurances and Certifications, General

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

Federal Assurances and Certifications, NCLB (if appropriate)

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

- NCLB Assurances
- School Prayer Certification

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

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

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

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

ASSURANCES – NON-CONSTRUCTION PROGRAMS

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) "§§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§" 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structure.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.

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

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

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSBIBILITY MATTERS

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

1. LOBBYING

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

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

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

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

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

A. The applicant certifies that it and its principals:

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

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

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

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

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

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

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

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

Instructions for Certification

1. By signing the Application Cover Page, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," " person," "primary covered transaction," " principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.

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

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

Certification

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

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

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

New York State Education Department
General Education Provisions Act Assurances

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

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:
(1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;

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

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

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

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

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

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

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

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

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

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

New York State Education Department
No Child Left Behind Act Assurances

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 1.02
Article II. School Prayer Certification

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

APPENDIX A
STANDARD CLAUSES FOR NYS CONTRACTS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 therefor. Such agreement shall provide that any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department and that such work shall be prepared in a form ready for copyright by the New York State Education Department. A copy of such agreement shall be provided to the State.

B. All reports of research, studies, publications, workshops, announcements, and other activities funded as a result of this proposal will acknowledge the support provided by the State of New York.

C. This agreement cannot be modified, amended, or otherwise changed except by a written agreement signed by all parties to this contract.

D. No failure to assert any rights or remedies available to the State under this agreement shall be considered a waiver of such right or remedy or any other right or remedy unless such waiver is contained in a writing signed by the party alleged to have waived its right or remedy.

E. Expenses for travel, lodging, and subsistence shall be reimbursed in accordance with the policies stipulated in the aforementioned Fiscal guidelines.

F. No fees shall be charged by the Contractor for training provided under this agreement.

G. Nothing herein shall require the State to adopt the curriculum developed pursuant to this agreement.

H. All inquiries, requests, and notifications regarding this agreement shall be directed to the Program Contact or Fiscal Contact shown on the Grant Award included as part of this agreement.

I. This agreement, including all appendices, is, upon signature of the parties and the approval of the Attorney General and the State Comptroller, a legally enforceable contract. Therefore, a signature on behalf of the Contractor will bind the Contractor to all the terms and conditions stated therein.

J. The parties to this agreement intend the foregoing writing to be the final, complete, and exclusive expression of all the terms of their agreement.

Appendix A-2

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

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

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

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

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

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

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

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

(1003g) School Improvement Grant (SIG) Application Scoring Guide

Turnaround, Restart, and Transformation Models

I. District-level Plan (20 points)	Points
A. District Overview	NA
B. Operational Autonomies	4
C. District Accountability and Support	6
D. Teacher and Leader Pipeline	4
E. External Partner Recruitment, Screening, and Matching to Priority Schools	2
F. Enrollment and Retention Policies, Practices, and Strategies	2
G. District-level Labor and Management Consultation and Collaboration	2
Total points awarded for section I	**20**
II. School-level Plan (60 points)	**Points**
A. School Overview	2
B. Assessing the Needs of the School Systems, Structures, Policies, and Students	4
C. School Model Selection and Rationale	4
D. School Leadership	8
E. Instructional Staff	8
F. Partnerships	6
G. Organizational Plan	8
H. Educational Plan	8
I. Training, Support, and Professional Development	4
J. Communication and Stakeholder Involvement/Engagement	4
K. Project Plan and Timeline	4
Total points awarded for section II	**60**
III. SIG Budget (20 points)	**Points**
A. Budget Narrative and Budget Forms	20
Total points awarded for section III	**20**

Key Terms

Quality Rating Guide
This rating guide (column to the right) guides the reviewer in assigning a numerical rating to each section of the Project Narrative.

Reviewer Rating
This is the numerical value (4, 3, 2, or 1) that a reviewer will assign to each section, based on the Quality Rating Guide.

Factor
The factor by which the reviewer rating will be multiplied. This assigns the "weight" to each section in order to match the total point values identified for each scored section of the Project Narrative.

Section Score
This number represents the final weighted score for each section, which is calculated by multiplying the reviewer rating by the factor.

Quality Rating Guide

4 *Exemplary*
The whole response to the category reflects a thorough understanding of key issues and indicates capacity of an LEA and school to effectively oversee and implement the model activities. The response addresses *all* required elements within the category with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

3 *Acceptable*
The whole response to the category indicates solid preparation and a grasp of key issues that would be considered reasonably comprehensive and provides evidence that the LEA and school have the capacity to effectively implement the plan. The response addresses *all* required elements within the category with clear and accurate information, even though it may require additional specificity, support or elaboration of elements in certain categories.

2 *Approaching*
The whole response to the category addresses a majority of the elements within in a manner that reflects solid preparation, comprehensiveness, and capacity to implement; but either fails to provide certain elements or provides all elements but in varying quality (some stronger, some weaker) lacking detail, preparation, or otherwise raises concerns about the capacity of the LEA and school to implement the plan.

1 *Insufficient*
The whole response to the category lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant's capacity to meet the requirements in practice.

1003g School Improvement Grant (SIG) Scoring Rubric – *Turnaround, Restart, and Transformation* Models

Project Narrative Category	Category Standards	Reviewer Rating (4,3,2,or 1)	Factor	Section Score
District-Level Standards				
District Overview	The LEA must demonstrate a commitment to success in the turnaround of its lowest achieving schools and the capacity to implement the model proposed. The district overview must contain the following elements: 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. 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. iii. Describe the evidence of district readiness to build upon its current strengths and identify opportunities for system-wide improvement in its Priority Schools.	NA	NA	NA
Operational Autonomies	The LEA must provide operational autonomies for Priority Schools in exchange for greater accountability for performance results in the following areas: 1) staffing; 2) school-based budgeting; 3) use of time during and after school; 4) program selection; and 5) educational partner selection. In addition to providing quality responses to each element requested in this section of the Proposal Narrative, the Priority School must have school-level autonomy in at least two of these areas for an acceptable rating in this category. Applications that provide quality responses and that are granted anywhere from 3 to 5 of these autonomies will receive a rating of exemplary for this category. The LEA must respond to each of the following: 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. 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. 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		1	

	School.			
District Accountability and Support	The LEA must have the organizational structures and functions in place at the district-level to provide quality oversight and support for its identified Priority Schools in the implementation of their SIG plans. The LEA plan for accountability and support must contain each of the following elements: 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. 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. iii. For each planned interaction, provide a timeline and identify the specific person responsible for delivery.		1.5	
Teacher and Leader Pipeline	The LEA must have a clear understanding of the type and nature of teachers and leaders that are needed to create dramatic improvement in its lowest-achieving schools. In addition, the LEA must have a coherent set of goals and actions that lead to the successful recruitment, training, and retention of teachers and leaders who are effective in low-achieving schools. The LEA's plan must include each of the following elements: 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. 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. 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		1	

	of these programs. Please identify the goals in terms of quantity and quality of effective leader development.* iv. Identify and describe any district-wide training programs designed to build the capacity of teachers to be effective specifically in low-achieving schools. Provide a history of these programs in the district, how they are or have been funded, and identify whether the instructional staff chosen for the new school designs proposed in this application have emerged as a direct result of these programs. If the programs are newly proposed, please identify the goals in terms of quantity and quality of effective teacher development.* v. Identify in chart form, the district-offered training events for items "iii & iv" above, scheduled during the pre-implementation period (April 1, 2013, to August 31, 2013) and year-one implementation period (September 1, 2013, to August 31, 2014). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan. *The district-wide training and professional development programs to be identified in this section are those that are offered by the district to a group or cluster of like schools (Turnaround, Restart, Transformation) and/or to cohorts of teachers and leaders who will serve in them (e.g, training for turnaround leaders; training for teachers who need to accelerate learning in Priority Schools where students are several levels below proficiency; training for school climate and culture in Priority Schools, etc.). School-specific and embedded training and professional-development should be detailed in the Training, Support, and Professional Development section within the school-level plan.			
External Partner Recruitment, Screening, and Matching to Priority Schools	The LEA must have a rigorous process for identifying, screening, selecting, matching, and evaluating partner organizations that provide critical services to Priority Schools. 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. 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 (September 1, 2013). 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		.5	

	a timeline that matches the preparation and start-up of the new school year.			
Enrollment and Retention Policies, Practices, and Strategies	The LEA must have clear policies, practices, and strategies for managing student enrollment and retention to ensure that Priority Schools are not receiving disproportionately high numbers of students with disabilities, English-language learners, and students performing below proficiency. 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. ii. Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing below proficiency have increasing access to diverse high school programs across the district. 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.		.5	
District-level Labor and Management Consultation and Collaboration	The LEA/school must fully and transparently consult and collaborate with recognized district leaders of the principals' and teachers' labor unions about district Priority Schools and the development and implementation of the plan proposed for this specific Priority School proposed in this application. The evidence of consultation and collaboration provided by the LEA must contain each of the following elements: i. Describe in detail, the steps that have occurred to consult and collaborate in the development of the district and school-level implementation plans. ii. Complete the Consultation and Collaboration Form and submit with this application (Attachment A).		.5	
School-Level Standards				
School Overview	The LEA/school must demonstrate a clear and organized synopsis of the major quality design elements of the school. In addition, the executive summary should be suitable in substance and grammar for sharing with the general public, including essential stakeholders such as families, students, and school-level educators. This executive summary may also be used by NYSED to share school plans with stakeholders statewide, other LEAs, and will be posted to the NYSED website. The school overview must address each of the following elements: i. Provide and describe the clear vision, mission, and identify one to three goals of the		.5	

	proposed model, to be achieved at the end of three years of implementation of this plan. 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.			
Assessing the Needs of the School Systems, Structures, Policies, and Students	The LEA/school must demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs that are identified as the result of a systemic analysis process. The assessment of needs section must address each of the following elements: i. Complete the School-level Baseline Data and Target-Setting Chart (Attachment B). ii. Use statistics and descriptive language, to describe the population of students the school serves, and the unique needs of sub-group (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). 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. iv. Describe the results of this systematic school review, including the existing capacity, strengths, and needs to dramatically improve student achievement. v. Discuss how the LEA/school will prioritize these identified needs in the implementation of the SIG plan.		1	
School Model and Rationale	The LEA/school must propose and present the SIG plan as a plausible solution to the challenges and needs identified in the previous section, as well as the appropriate fit for the particular school and community. The SIG plan and rationale must contain descriptions of the following elements: 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. 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.		1	

School Leadership	The LEA/school must have the mechanisms in place to replace the existing principal and select/assign a new school principal and supporting leaders that possess the strengths and capacity to drive the successful implementation of the SIG Plan. (While the replacement of the principal is not a requirement of Restart, the LEA and EPO should have the mechanism to replace the existing principal if through a screening process by the LEA / EPO, principal replacement is determined to be the best approach to ensuring school and student success.) Whether the principal being replaced or not, the LEA must make the case by providing a clear rationale and supporting evidence that the principal identified is likely to be successful in effectively implementing the SIG plan. The selection and identification of the school principal and supporting school leadership must contain the following elements: 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. 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; *OR* iii. If the specific persons who will serve in this position are not yet known, describe the action steps necessary to put leadership in place, and identify the formal LEA/school mechanisms that enable this personnel action. The principal selected to lead the school must be in place no later than July 1, 2013, to ensure sufficient time to lead summer activities in preparation for the beginning of the school year. Identify any barriers or obstacles to accomplishing these tasks, as well as strategies for overcoming them. If the principal selected to lead the school is not in place by July 1, 2013, or does not meet the quality standards set forth in this application, the SIG will be suspended immediately and the LEA will be at risk of having the grant terminated. iv. Provide the specific job description and duties, aligned to the needs of the school, for the following supporting leadership positions; 1) assistant principal/s who will serve in the building; 2) School Implementation Manager (SIM), if the school is utilizing one. v. Describe and discuss the current supporting leadership profile of the school in terms of quality, effectiveness, and appropriateness to the model proposed and needs of the students. Identify specific individuals who will remain in supporting leadership positions from the previous administration and discuss the strategies employed by the new school principal and the LEA/school to ensure buy-in and support from the entire leadership team. Identify any barriers or obstacles to obtaining leadership buy-in or support as well as strategies for overcoming them.		2	

Instructional Staff	The LEA/school must have the mechanisms in place to assign the instructional staff to the school that have the strengths and capacity necessary to meet the needs of the school and its students. * The selection and identification of instructional staff must contain the following elements: 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. 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. iii. Describe the process and action steps by which existing instructional staff will be informed of the new model being implemented. 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. *This standard and the actions that accompany it are required regardless of the model chosen. If the Turnaround model is chosen for the Priority School in this application, responses to this section should be planned/proposed in the context of the requirements for that model, retaining no more than 50% of existing instructional staff. A new school staff meeting the Turnaround requirement must be in place prior to September 1, 2013. If Turnaround staffing requirements are not met by September 1, 2013, SIG funding will be immediately suspended and the LEA will be at risk of having the grant terminated.		2	
Partnerships	The LEA/school must be able to establish effective partnerships for areas where the LEA/school lacks specific capacity on their own to deliver. The external partnership/s may vary in terms of role and relationship to the governance of the school. For example the type and nature of educational partner may range from a community-based organization providing wrap-around services with no formal governance functions to an Education Partner Organization (EPO) that has a direct role in governing the school. In either case, the partnerships articulated in this section should be those that are critical to the successful implementation of the school. LEA/schools are encouraged to have a few targeted and purposeful partnerships with a shared goal of college and career readiness, rather than a large variety of disconnected partner groups/services with multiple goals. For partnerships selected to support the implementation of the SIG/SURR plan, the LEA/school must provide a response to each of the following elements:		1.5	

	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. * 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. 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. *If the model chosen for this school is an EPO-Restart, the LEA must provide a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO and the broad achievement outcomes for the school. The fully executed EPO-District contract, signed by both parties, which identifies the scope of services of the EPO, the specific autonomies the EPO will have, and the mechanism for the district to hold the EPO accountable must be received by NYSED no later than July 1, 2013.			
Organizational Plan	The LEA/school must provide a sound plan for how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders. The organizational plan must contain the following elements: 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 211-e. 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.). 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. 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.		2	
Educational Plan	The LEA/school must provide an educationally sound and comprehensive plan for the school.		2	

	The LEA/school must provide a detailed educational plan with a description of each of the following elements: 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/). 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.). iii. *Use of Time*. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Describe a logical and meaningful set of strategies for the use of instructional time that leads to a pedagogically sound restructuring of the daily/weekly/monthly schedule ***to increase learning time and/or extend the school day or year***. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time, as outlined here : http://www.regents.nysed.gov/meetings/2012Meetings/April2012/412bra5.pdf 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/inquiryddi for more information on DDI 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. 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. 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.			
Training, Support, and Professional Development	The LEA/school must have a coherent school-specific framework for training, support, and professional development clearly linked to the identified SIG plan and student needs. The framework articulated must contain each of the following elements: i. Describe the process by which the school leadership/staff were involved in the development of this plan. ii. Pre-Implementation Period. Identify in chart form, the planned training, support, and professional development events scheduled during the pre-implementation period (April 1, 2013 to August 31, 2013). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide a rationale for each planned event and why it will be essential in leading-up to the start of the school year. iii. 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 proposal narrative, a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan. iv. 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 training, support, and professional development plan to be described in this section		1	

	should be job-embedded, school-specific, and linked to student instructional and support data, as well as teacher observation and interim benchmark data. For the purposes of this grant, job-embedded professional development is defined as professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices. Job-embedded training, support, and professional development can take many forms; including but not limited to classroom coaching, structured common planning time, meeting with mentors, consultation with external partners or outside experts, observations of classroom practice.			
Communication and Stakeholder Involvement/Engagement	The LEA/school must fully and transparently consult and collaborate with key education stakeholders about the school's Priority status and on the implementation of the SIG plan. The plan for consultation and collaboration provided by the LEA/school must contain the following elements: i. Describe in detail the methods, times, and places that will be used for regularly and systematically updating parents, families and the community on the implementation of the SIG plan.		1	
Project Plan and Timeline	The LEA/school must provide a project plan that provides a detailed and specific, measurable, realistic, and time-phased set of actions and outcomes that reasonably lead to the effective implementation of the SIG plan. The project plan must contain each of the following elements: i. Describe the goals and key strategies for the pre-implementation period (April 1 to August 31, 2013) in preparation for the year-one implementation period. ii. Identify the specific, measurable, and time-phased actions/activities on the part of the district, school leadership, external partners, and teaching, and/or support personnel that are aligned to the key strategies for pre-implementation work. For each specific action/activity, identify the specific person or group that will be accountable for its completion. iii. Identify and describe the goals and key strategies for year-one implementation period (September 1, 2013, to August 31, 2014). iv. 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. v. 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. vi. Identify the goals and key strategies for year-two and year-three of implementation.		1	

III. SIG Budget				
A. Budget Narrative and Forms	The LEA/school must provide appropriate and complete required budget items identified below: i. An FS-10 for the pre-implementation period, uniquely identifying all costs (April 1, 2013 to August 31, 2013). ii. An FS-10 for the year-one implementation period, uniquely identifying all costs (September 1, 2013 to August 31, 2014). iii. A complete Budget Summary Chart for the entire project period (pre-implementation period plus three years of implementation) (Attachment D). iv. A Budget Narrative that identifies and explains all proposed costs for district and school-level activities for the entire project period (pre-implementation period plus three years of implementation). In addition, applicants should identify all other sources of income that will support and sustain the whole-school change described in this application. Organize costs in the Budget Narrative by the major project activity they serve, based on each category of the proposal narrative for the entire grant term. For each major activity, identify the line item costs associated and provide an explanation/justification for the cost that closely connects to the project activity, goals, and outcomes identified. For each major activity, describe the LEAs strategies for sustaining these actions or for how/why the district/school practice that will result from the activity can be sustained past the whole project period of the grant. Clearly describe and justify any specific district-level administration and support expenses to be funded by SIG at no more than 10% of the total SIG funding request. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level implementation of the SIG plan proposed in this application. The proposed expenditures must be reasonable and necessary to support the proposal's initiatives and goals. They must also be supplemental to and must not supplant core activities currently provided or to be provided through other funding sources.		5	