Syracuse City
School District

SYRACUSE CITY SCHOOL DISTRICT

Department of Special Programs
725 Harrison Street · Syracuse, NY 13210
Phone 315·435·5840· Fax 315·435·4025

Sharon L. Contreras
Superintendent of Schools

January 25, 2013

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

Subject: 1003(g) School Improvement Grant (SIG) RFP# TA-11

Dear Nell Brady,

Enclosed please find one (1) original and one (1) copy of the Syracuse City School District's 1003(g) School Improvement Grant proposal for Seymour Dual Language Academy. Seymour Dual Language Academy is proposing to implement the School Turnaround Model and our redesign plan and associated budget are enclosed for your review.

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

Sincerely,

Michael Puntschenko
Director of Special Programs

MP/kab
Enclosures

cc: Sharon L. Contreras, Superintendent of Schools
Laura Kelley, Chief Academic Officer
Dr. Zheadric Barbra, Executive Director of Turnaround

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Marjorie Hamler

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NYSED SCHOOL TURNAROUND

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» » Submit final application

Your application has been submitted.

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ORIGINAL

New York State Education Department
Application Cover Sheet

School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			LEA Beds Code:
Syracuse City School District			42-1800-01-0000
Lead Contact *(First Name, Last Name)*			
Michael Puntschenko			
Title	**Telephone**	**Fax Number**	**E-mail Address**
Director of Special Programs	(315) 435-5840	(315) 435-4025	mpuntschenko@scsd.us
Legal School Name for the Priority School Identified in this Application			**School Beds Code**
Seymour Dual Language Academy			421800010028
Grade Levels Served by the Priority School Identified in this Application			**School NCES #**
PK-5			362859003879
Total Number of Students Served by the Priority School Identified in this Application			**School Address *(Street, City, Zip Code)***
544			108 Shonnard St. Syracuse 13204

School Model Proposed to be Implemented in the Priority School Identified in this Application

Turnaround	Restart	Transformation	Closure
☒	☐	☐	☐

Certification and Approval

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

CHIEF ADMINISTRATIVE OFFICER

Signature (in blue ink): Sharon L. Contreras

Date: 1/14/13

Type or print the name and title of the Chief Administrative Officer:
Sharon L. Contreras, Superintendent of Schools

RECEIVED
JAN 25 2013
CONTRACT ADMINISTRATION
MB

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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:** _____

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Syracuse City School District
Seymour Dual Language Academy
Title I: School Improvement Grant 1003(g)
2013-2016

- Proposal Narrative

- Narrative Attachments:
  a. District Organizational Chart
  b. District Level Professional Development Plan
  c. School Organizational Chart
  d. School Level Professional Development Plan
  e. Additional Documents:
     - Letter of Support from AFT
     - Job descriptions

- 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
  - Pre-Implementation Period
  - Implementation Period

- Budget Narrative

- Assurances

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

A. District Overview

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

There is a deep sense of urgency to invest in the Syracuse City School District (SCSD's) underperforming schools because the SCSD's student performance is among the lowest in the state. The district has been identified as a "Focus" district with 19 of our 31 schools being identified as "Priority" schools. The SCSD is committed to turning around all of its schools by accelerating student achievement, closing achievement gaps, and ensuring that all students graduate high school with the skills and knowledge to prepare them for college and career success.

Our commitment is evidenced by bold steps we have taken to accelerate this turnaround. Among these steps is the hiring in July 2011 of Superintendent Sharon Contreras, who initiated comprehensive external reviews by nationally-recognized experts in school and school district reform to review the district practices, processes and systems, and to identify areas for systemic improvement and transformation. The reviewers and their respective areas of expertise included: Collier Educational Consulting, LLC (curriculum and instruction), Cross & Joftus, LLC (talent management and special education), and Schoolhouse Partners, LLC (finance, budget, and information technology). The specific priority areas identified for improvement included organizational structure, curriculum development, recruitment, selection and deployment, professional development, evaluation, retention, and promotion.

In March 2012, Superintendent Contreras engaged representatives from various stakeholder groups in the development of a five-year Strategic Plan that contains a clear vision, mission, and goals, objectives and strategies that supports our Theory of Action. The plan identifies a set of core measures and milestones at critical moments of a student's educational trajectory, and establishes an educational community that graduates every student as responsible, active citizens, prepared for success in college, careers and the global economy.

Our theory of action regarding turnaround is that "if the seven principles of school turnaround (strong leadership, effective teachers, increased instructional time, rigorous instructional programs, use of data to inform instruction, safe and healthy students, and family and community engagement/school culture), are present and implemented in a systematic manner, and if we build capacity and hold everyone accountable, , then schools will be turned around and students will make dramatic achievement gains.

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

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

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

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

3) **Innovation and District Structure** - The SCSD is utilizing school year 2012-13 to plan for and transition to full implementation of an Innovation Zone (iZone), which creates a protected space within the district where low-performing schools are given the resources, autonomy, flexibility, and support needed to produce our desired outcomes of rapid and sustainable gains in student achievement. We will use these schools as the catalyst for broader, district-wide reform. *(Redesigning the school day – additional time for student learning and collaboration)*

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

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

Evidence of District Readiness to Build Upon Current Strengths and Opportunities
In alignment with the Regents Reform Agenda and the review findings of external experts, significant initiatives were undertaken in the 2011-2012 school year to build upon current strengths, provide us with opportunities to transform our teaching and learning systems and establish a culture of high expectations and co-accountability. For example:

*The Superintendent led in the development and adoption of a comprehensive five-year strategic plan.

*The APPR plan, with frameworks and rebrics for Leadership and for Teaching & Learning, was among the first approved by NYSED.

*The SCSD has provided extensive professional development during the 2011-12 school year on implementation of the CCSS in English Language Arts and Math, and on the new Teaching & Learning (T&L) Framework and Rubric.

*The SCSD has begun the important work of establishing a district-wide data-driven culture through its participation in Network Team training; and turnkey training is currently ongoing.

*The District is working to develop and support a comprehensive end-state Teacher and Leader Effectiveness continuum, that will achieve a comprehensive systems approach to recruitment, development, retention and equitable distribution of effective teachers and school leaders.

*The SCSD is transitioning for implementation of an Innovation Zone (iZone) to provide models of educational excellence that will foster widespread educational reform throughout the District. Overseen by the newly-created Office of School Transformation and Innovation (OSTI) and with the expertise of external partners, the iZone will prioritize turnaround strategies and supports for a cluster of chronically underperforming schools.

I B. Operational Autonomies

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

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

1) **Staffing –** Firstly, school leaders in the iZone priority schools will have discretion over staffing. The formalized Memorandum of Understanding between Syracuse Teachers Association (STA) and the SCSD gives iZone principals the unique opportunity to review the quality of all staff and to retain only those who have the ability to be successful in the turnaround effort. iZone principals are also given responsibility to prevent ineffective teachers from transferring into their schools. Furthermore, staffing in iZone schools will be by mutual consent, whereby both the principal and the candidate mutually agree to the job placement. (In all other district schools, teachers are assigned by central office staff based on certification vacancies created by such factors as retirement, leaves of absence, resignation and seniority). Accountability measures in this area include the fact that teachers electing to work in an iZone school must commit to and sign a year-

to-year Election-to-Work Agreement (EWA), which defines the school's unique working conditions (including but not limited to professional development requirements, curricular program and length of the school day and/or school year). The principal will be given the authority to enforce the EWA. Staff who do not follow the terms and conditions contained therein may be required to transfer. Furthermore, principals will be held accountable for the quality and effectiveness of their teaching staff.

2) **Use of Time During and After School** – The instructional day in each iZone school will be extended by one hour beyond other schools with similar grade groupings (elementary, middle or K-8) throughout the SCSD. Furthermore, the EWA will establish the requirement for additional time to be dedicated to professional development. iZone school leaders will be given the autonomy to make innovative decisions about flexible use of such time. Turnaround School Teams (TSTs) will benefit from ongoing professional development, support and technical assistance from the National Center on Time and Learning, authors of *Time Well Spent: Eight Powerful Practices of Successful Expanded-Time Schools*. With their bolstered knowledge base, TSTs will propose to restructure the school day and establish a schedule that meets both the instructional needs of their students and the professional development needs of staff. For accountability purposes, the Executive Director for Turnaround will review the proposed schedule, make modifications as necessary, and advocate for the Superintendent's approval in time for the start of the 2013-2014 school year. The Executive Director and TST will conduct ongoing monitoring to ensure that additional time is used in the most effective and appropriate way possible to improve achievement for students and to support professional learning for staff.

3) **Educational Partner Selection** – External reviewers recommended focusing on doing a few things well, because multiple initiatives driven by availability of funds had led to incoherence and inconsistency across the district. A conscious decision to follow reviewer recommendations was made and the Superintendent directed that programs and practices that were ineffective in achieving desired results be abandoned. Having analyzed results of school reviews (e.g., JITs and SQRs) District-level leadership noted a number of common findings and recommendations among the iZone schools. Senior leadership identified potential partners to provide iZone-level support and conducted a rigorous vetting process to assess for clarity and strength, experience, evidence of success and capacity. The Chief Academic Office then met with Turnaround School Teams in each iZone school and provided information on a wide range of partners and services that had been so vetted. School teams, lead by the principals, keyed into and agreed upon the partners that will provide support at the outset. Each Turnaround School Team has already begun to identify *additional* or *unique* school-level needs that might best be addressed by other organizations. With discretionary funding included in the SIG budget for external partnerships at each school, the principal will submit recommendations for partner organizations to the Executive Director for Turnaround. This process will ensure that each iZone school has access to proven, research-based strategies, and discretion to choose appropriate partners to address those needs. Partners and principals will agree upon the scope and sequence of service, and partners will be held to these parameters. Following each professional development opportunity, staff will complete evaluation surveys and the principal will observe to ensure that new knowledge and skill is put into practice.

In exchange for the above referenced autonomies, principals in the targeted iZone schools will be held accountable for ensuring that the redesign plan is implemented with fidelity, that student achievement improves dramatically and that the school is removed from the Priority list by the 2015-16 school year. If—after a reasonable amount of technical assistance and support—the school fails to make progress, the leadership team in the school may be replaced.

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

The Board of Education is committed to providing Seymour Dual Language Academy and other schools in the Innovation Zone (iZone) with the appropriate autonomies, operating flexibility, resources, and support to reduce barriers and overly burdensome compliance requirements. As evidence of this support, the Board of Education passed a resolution to approve a Memorandum of Understanding between the Syracuse City School District and the Syracuse Teachers Association on January 23, 2013. This MOU assures that the iZone schools shall continue to follow state and federal laws and regulations, however they shall be exempt from all Board Rules and District policies not directly tied to state and federal laws and regulations. Innovation Schools will strive for a model of collaboration and shared decision-making at the school site, embodying freedoms from locally imposed constraints. Innovation Zone schools will be directly supported by the SCSD Office of School Transformation and Innovation (OSTI), which is headed by the Executive Director of School Turnaround. Unlike other executive directors in SCSD, who report to a Chief first and *then* the Superintendent, the Executive Director of School Turnaround reports directly to Superintendent Contreras. Directly reporting to the Superintendent reduces barriers and compliance requirements that other schools in the district have to navigate. The OSTI will work in collaboration with iZone school leadership and Turnaround School Teams to set the school vision, create the annual school-specific Addenda to the iZone Election-to-Work Agreement, coordinate the internal appeals process, draft aligned school reform/improvement goals and plans, and monitor performance and progress. A copy of the MOU is attached with the additional evidence that is being supplied for District-level Plan, Section B iii.

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

Attached is a draft Election-to-Work Agreement (EWA) for Cohort 1 Innovation Schools. The EWA will be signed by both the principal of the specified iZone school and the faculty member who elects to work at the iZone school.

I C. District Accountability and Support

i Identify specific senior leadership that will direct and coordinate district's turnaround efforts and submit an organizational chart (or charts) identifying the management structures at the 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 timeframe and identify the specific person responsible for delivery.*

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

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

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

As can be seen in the attached organizational chart, SCSD's Priority schools are overseen by the Office of School Transformation and Innovation ("OSTI"), a streamlined, "lean" department newly created in 2012 to provide efficient support to Seymour Dual Language Academy and other Priority schools identified for SCSD's Innovation Zone ("iZone"). Reporting directly to Ms. Contreras is the Executive Director of Turnaround, Zheadric Barbra, Ed.D., who is credited with leading the successful turnaround of Carson Middle School in Greensboro, Georgia. Under his principalship, Carson Middle School made AYP in 2010 for the first time in four years, decreased the achievement gap between white and black subgroups to 6% in Math and 3% in ELA/Reading from 2008 to 2010, increased writing proficiency on the Georgia Middle Grades Writing Assessment from 58% in 2009 to 78% in 2011, decreased discipline referrals by 64%

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

Dr. Barbra leads a small, focused support staff to maintain an embedded presence in iZone schools: an Operations Coordinator to ensure a direct line of response to physical plant, data, IT and other operational needs; and a Community Outreach/Communications Coordinator to support the principal and leadership team in engaging families, neighborhood organizations, and external partners in aligned and proactive ways. Working together with the principals and leadership teams in a small subset of the district's schools, these individuals understand that their roles exist specifically in order to focus on streamline support to the Priority schools for which they share responsibility. They are or will be hired in part for key dispositional attributes: a get-it-done, no-excuses attitude; relentless focus on the learning and well-being of all students; and the willingness to individualize and differentiate supports offered in different buildings.

The school-based Turnaround Coach also plays a key role in offering unique support to teachers in Seymour, above and beyond the outstanding coaching offered by ELA and Mathematics Instructional Coaches. Every Turnaround Coach will be selected in part for his or her ability to provide high quality, job-embedded professional development in key turnaround competencies (e.g., positive classroom management techniques and engaging and culturally relevant instruction).

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

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

adaptive data dashboard that will empower our OSTI and principals to monitor and assess school-level change on a regular and ongoing basis.

Timeframe of Key Interactions and Persons Responsible

Interaction	Persons Reponsible	Timeframe
School-level Data Dashboards (operational and achievement data)	Conducted by ED of Turnaround with school admin. team (requires Accountability support in timely generation)	Every two weeks through 12/2013; thereafter may be extended by ED to every 3-4 weeks on a school- by-school basis
iZone Operations Action meetings	OSTI Operations Coordinator and members of district cross-functional work team	Weekly, utilizing Action Steps protocol created by Mass Insight STG
Math Coach Academy, Literacy Coach Academy, Teaching & Learning meetings	Organized by Chief Academic Officer and Teaching & Learning Supervisors, attended by all school-level coaches	Staggered every two weeks and organized by Chief Academic Officer and Teaching & Learning supervisors
OSTI School-Support focus meetings	OSTI staff internal meeting led by ED of Turnaround	Weekly, utilizing OSTI Action protocol created by Mass Insight STG
SCSD Senior Staff meetings	Organized by Superintendent or Chief of Staff, attended by ED of Turnaround	Weekly Senior Staff
BOE updates and workshops	ED of Turnaround and other OSTI staff as appropriate	Quarterly or as requested by Superintendent of Schools
Regular school-level meetings with external partners, including ANet, Pearson and STG	Principals and their School Turnaround Teams	As determined by the Principal

I D. Teacher and Leader Pipeline

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

The SCSD seeks to recruit highly effective teachers and principals as early as possible. The SCSD rubric to assess candidates on core competencies for hiring uses the Charlotte Danielson Framework for Teaching (6-12) and the NYS-approved SCSD Teaching and Learning Framework and rubric (K-5). The SCSD teaching and learning frameworks focus on teaching students of color, SWDs, ELLs, and low-income students. Teacher hiring processes, screening tools and scoring mechanisms are based around the core competencies they contain. The selection process for leaders is similar. Stakeholder agreement was garnered on necessary core competencies for teachers and leaders to ensure that all students have access to a high-quality education and the highest possible student achievement outcomes.

Our immediate recruitment goal is to hire qualified teachers as early as possible through aggressive recruitment starting January 1st, 2013 by partnering with local and regional institutions of higher education (IHEs), actively seeking new sources of highly qualified teachers (e.g., TFA or TNTP), widespread posting of job openings and attending job fairs.

Other goals include training staff on recruiting and selecting high-quality teachers and leaders; implementing the Paperless Application Tracking System (PATS); increasing the number of job postings to more than 30 locations; enhancing IHE partnerships for earlier identification of qualified teacher and leader candidates; and diversifying the applicant pool to include out-of-area candidates, candidates with a broader range of experience and qualifications, and candidates with significant experience teaching ELLs, low-income students, and students of color. Approximately 50 to 75 new teachers will be hired, all by August 15th. Timeline: December - recruitment begins, PATS is released, and outreach ads are posted; January - paper screenings and initial interviews take place; February - screening events begin, reference checks and school site interviews occur; March 1st - first round of placement decisions are made. New principals for the Transformation and Turnaround schools will be hired by March 15st.

Recruitment strategies: Strategies to maximize the candidate pool include building a strategic 3-year recruitment plan, redesigning teacher and principal selection processes, and finalizing data for new positions by March 1st. SCSD is seeking to work with organizations that establish other pipelines for recruitment. (e.g., TFA or TNTP) Once hired, teachers undergo training and are assigned a mentor. SCSD has begun posting open positions, is working with SUNY and other IHEs to recruit high-quality teachers, and will attend many job fairs.

SCSD is endeavoring to identify qualified candidates within the district. Many of the recruitment strategies for teachers are applied to leadership recruitment (e.g., principal training programs). Professional recruiters have been hired as the District is enhancing its relationships with alumni organizations, national organizations that train school leaders, and nationally recognized principal training programs, especially programs that train candidates to lead turnaround schools in urban districts. Between six and eight new leaders will be needed due to retirements and the school Turnaround and Transformative models. The SIG funds will provide a $10,000 signing bonus to new principals in the district's Turnaround and Transformation schools.

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

SCSD has hired Cross & Joftus consultants to redesign the hiring process which consists of: early recruitment of highly effective candidates, paper screening, initial interview, screening event, teaching demonstration/video, reference check, and school site interview. The SCSD online application (PATS) went live December 20, 2012.

All hiring processes, screening tools and scoring mechanisms are based around a core competency rubric that was created using state-, district- and union-approved rubrics—the Danielson (6-12) rubric and the SCSD (K-5) rubric. Best practices used at prestigious universities

as well as other high-performing traditional districts and charter management organizations are also included. These new hiring rubrics are specifically focused on teaching students of color, SWDs, ELLs, and low-income students.

A major change in the hiring process is the specific focus on both a review of teaching materials *and* a teaching demonstration, which are evaluated and scored with the core competency rubric. Candidates must also demonstrate knowledge of pedagogy and content areas. Candidates will be required to complete performance tasks and role play scenarios. Staff involved in the hiring process will be trained in using these tools. SCSD's top teaching experts (e.g., "superstar" teacher leaders, coaches, or department heads) will assist in the review of candidates. Most new teachers will be hired by June 15th, ensuring they are fully prepared by the start of the school year.

The process for hiring new principals and leaders includes: early recruitment of highly effective candidates, paper screen, initial phone screen, screening event, reference checks, selection interview, and superintendent approval. A rubric will guide each step of the process. During the application process, the candidates will create a vision for the school, which includes data-driven decision-making. They will discuss their leadership and education philosophy; participate in role-plays, and complete performance tasks. Turnaround and Transformation school principals will be hired by March 15; all others by April 15.

The annual budget process is a crucial element to effectively and timely staff classrooms with high-quality teachers. The SCSD budget is normally approved by the Board of Education in March and finalized as late as May. Because the SCSD has faced a series of significant budget reductions, positions have been reduced each year, creating a cascading effect as teachers with most seniority in their tenure area are moved into remaining positions. Thus, the 2013-14 budget will receive board approval in February. Such expediting will allow SCSD to recruit and secure top talent for district classrooms, rather than waiting until the summer when the best candidates have already accepted positions in other districts.

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

Leaders selected to assume the role of principals and assistant principals in the iZone schools will participate in a variety of district-wide training programs that have been newly developed for schools in the iZone who are implementing turnaround and transformation models. The capacity building leadership trainings are outlined in detail in the district-wide trainings chart that is required for section I.D.v. Additionally, all iZone school leaders will participate in district-wide training with non-iZone leaders. These trainings are also outlined in the chart. SCSD has historically provided a Summer Leadership Institute and monthly Principal Leadership Academies throughout the school year. These professional development initiatives have been

funded through the *Title I 1003 (a) ELA and STEM Enrichment, Professional Development in Advanced Coursework and Leadership Academies grants* and Title IIA funding. The Summer Leadership Institutes and school-year Leadership Academies covered such topics as: Leadership of the Common Core/CCSS Scope and Sequence, Five Pivotal Practices that Shape Instructional Leadership, and Developing Shared Understanding of the new APPR Requirements. SCSD's goals of effective leader development include: 1) Leaders will develop skills on effective ways to create, manage, and maintain an improvement mindset with their staff and school communities. This skill development will be reflected in OSTI reviews, feedback from staff, students, and parents. 2) Leaders will manage staff, data and school process in ways that foster school improvement. This will be measured by: instructional staff adjusting teaching methods based on review of data (administrative walk-throughs will observe changes in teaching methods), data meeting schedules and meeting minutes, and improved school climate as observed in administrative walk-throughs and OSTI observations, as well as student and parent feedback.

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

High Quality training and support is crucial to build the capacity of teachers to effectively instruct students in low-achieving schools. New, district-wide training program, have been specifically designed to support teachers in the iZone schools and are outlined in detail in the district-wide trainings chart that is required for section I.D.v. Additionally, all iZone school teachers will participate in district-wide training with non-iZone teachers. These trainings are also outlined in the chart. Historically, SCSD had provided district-wide training for teachers using Title IIA, Title III, and Title I 1003 (a) School Improvement Grant funding to cover the costs associated with the trainings. During the 2011-2012 school year, teachers participated in trainings that included such topics as: DDI, APPR, Instructional Framework, Curriculum Orientation, SIOP training, Danielson/Teachscape training, and team building trainings. Instructional staff have not yet been selected for the transformation and turnaround schools, therefore we cannot identify if iZone school instructional staff emerged from trainings previously provided by the district. The iZone teacher training programs are new to the district and the goal is to dramatically improve student academic achievement, which will be measured by performance on local and State assessment tests.

v. *Identify in chart form, the district-offered training events for items "iii & iv" above, scheduled during the 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.*

Attached is a chart reflecting district-offered training events for teachers and leaders to occur during the pre-implementation and year-one implementation periods.

I E. External Partner Recruitment, Screening, and Matching

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

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

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

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

ii Describe the LEA processes for procurement and budget timelines (or any modifications to standard processes) that will ensure this Priority School will have access to effective external partner support prior to or directly at the start of the year-one implementation period (September 1, 2013).

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

Moving forward, under the leadership of the Executive Director of School Turnaround, principals in each iZone school will work with their Turnaround School Teams (TST) to identify and prioritize additional needs, and to select *additional* partners or supporting organizations accordingly. The Office of School Turnaround, with a direct reporting line to the Superintendent's Office, has already begun to streamline the procurement and budget timeline processes to ensure that barriers and wait time are removed. Given notification of a SIG award in early March, we can assure that all necessary processes for securing external partner support and for making purchases (including MOAs, requisitions, contracts) will be completed in time for project implementation.

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

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

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

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

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

Seymour Dual Language Academy currently enrolls 545 students, of which 26% are ELLs, 21% are students with disabilities and 87% qualify for free/reduced price lunch. As reflected in the chart below, Seymour serves only a slightly greater percentage of SWDs than the SCSD average, but more than double the District's rate of ELLs. As a major resettlement area in NYS, our growing refugee and immigrant populations have fueled growth in specific neighborhoods and led to increases in the ELL population in their neighborhood schools (of which Seymour is one). Furthermore, Seymour is located on the City's West Side, home to the greatest concentration of

Hispanic residents in Onondaga County. More than half of Seymour's population is Hispanic, 57% of whom lack fluency in their native Spanish language.

	% SWDs	% ELLs	% Poverty	Grade 3 % not meeting standards		Grade 4 % not meeting standards		Grade 5 % not meeting standards	
				ELA	Math	ELA	Math	ELA	Math
Seymour	**21.0**	**26.0**	**87.0**	**86.4**	**83.3**	**88.6**	**84.3**	**86.8**	**94.0**
SCSD	**20.0**	**12.0**	**73.0**	**73.0**	**70.7**	**71.6**	**64.7**	**76.4**	**71.8**

Data Source: April 2012 NY State Grades 3-8 English Language Arts and Math Assessment results; not meeting the standards is defined as scoring at levels 1 and 2. SWD, ELL and poverty data were derived from 2012-13 unofficial SCSD enrollment figures, downloaded 12/29/12 from the NYS Student Information Repository System.

The percent of students who do not meet NYS standards in ELA and math significantly exceeds the District on every measure. Believing that this could in part be due to the need for strong instructional leadership and a lack of highly effective teachers implementing rigorous, research-based instructional programs, the District will replace Seymour's principal and 50% of the staff as a component of Seymour's Turnaround Plan. It is expected that implementation of the proposed whole-school redesign efforts, incorporating the requisite seven principles with a plan to meet the needs of Seymour's significant ELL population, will reverse student achievement trends and close the gap between Seymour and other schools in the SCSD.

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

SCSD serves more than 21,000 students of diverse racial, cultural and socio-economic backgrounds in grades prek-12. Currently, 20% of SCSD students have been identified as having special education needs, 12% are ELLs, and only 25% of SCSD students in grades 3-8 demonstrated proficiency on the 2012 ELA NYS assessments (28% for math). SCSD's mission is to ensure that each and every one of our students is provided with a high-quality education that prepares them to graduate as responsible, active citizens ready for success in college and careers and prepared to compete in a global economy.

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

In addition, the Directors of Special Education and ELL/Bilingual & LOTE work closely with each school and central office administration to ensure that the needs of SWDs and ELLs are met

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

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

SCSD ensures that a full continuum of special education services and ESL programming is equitably balanced and distributed across the District. The District utilizes a central registration process with formalized procedures and protocols to ensure that students are appropriately placed during the initial enrollment process. SCSD follows a neighborhood schools philosophy, whereby placements are primarily based on a student's residency. Consideration is also given to the enrollment location of siblings, school capacity, and, in the case of SWDs, available services. It is not SCSD policy to consider student proficiency levels in making enrollment decisions.

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

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

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

Collaborative, constructive conversation between STA, SAAS, and SCSD has been a distinctive hallmark of the district under the leadership of Superintendent Sharon Contreras, as evidenced by the successful negotiation of an APPR agreement that was one of the first approved by NYSED in 2012. After additional months of negotiation, union and district leadership's shared commitment

to the students of Syracuse has also allowed them to craft and agree upon a groundbreaking Memorandum of Understanding that will allow flexible working conditions and innovative staffing practices in SCSD's targeted Priority schools, including utilization of an Election-to-Work Agreement that underscores each teacher's personal dedication to turning around Priority schools such as Seymour.

Specific to the process of developing the proposed SIG implementation plan, the Director of School Reform and Executive Director of Turnaround have provided professional development and technical assistance to all Priority schools, assisting them in planning to implement accountability mandates associated with New York State's ESEA Waiver. Superintendent and Chief Academic Officer met collectively with the principals of all targeted priority schools on Thursday, January 3 to assess progress and offer technical assistance. Subsequent to this meeting, the Chief Academic Officer and President of Syracuse Teachers' Association met with the School Leadership Team of Seymour on January 10, 2013, to ensure school-level consultation and collaboration in the process. The proposed plan is a reflection of many months of collaborative work among and between district, school and union leadership.

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

The Consultation and Collaboration Form is included in Attachment A.

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

A. School Overview

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

Seymour Dual Language Academy is applying for SIG funding to implement the School Turnaround Model to achieve dramatic school-level change. In alignment with the NYS Regents Reform Agenda and SCSD's five-year Strategic Plan, the **mission** of Seymour Dual Language Academy is to ensure that all students demonstrate proficiency in all academic and life skill areas for a global future. We will ensure a safe, secure, and rigorous learning environment that emphasizes excellence in teaching, learning and strong partnerships among all community members involved. Our **vision** is to lead Seymour Dual Language Academy to become the most improved school in the SCSD.

The **overarching goal** of the proposed redesign plan is for Seymour Dual Language Academy to be designated as a "School in Good Standing" before the end of the three-year project period. To this end, the project's goals are: (1) To develop and implement a whole-school change plan aligned to the tenets of the federally-established Turnaround Model; and (2) To realize dramatic school-level achievement gains.

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.

Seymour will achieve its vision, mission, and goals through the implementation of research-based design elements, strategies and partnerships. The major research-based **design elements** and **strategies** incorporate the seven principles of whole school reform and include: 1) ensuring that Seymour is led by a highly effective Principal and staffed by highly qualified teachers who are determined to be effective and who are committed to the success of the turnaround effort; 2) retaining national expert consultants to provide guidance in the turnaround of Seymour; areas of expertise will include school turnaround, building school-wide data-driven practice and culture, designing highly effective bilingual programs, optimizing time for student learning, and enhancing teacher quality; 3) extending instructional learning time by one hour every day and using such time in innovative ways to maximize instructional efficacy; 4) redesigning the school's bilingual delivery model; 5) providing autonomies to the school, including selection of partners, design of additional instructional time, scheduling, and staffing by mutual consent and Election-to-Work agreements; 6) hiring and employing a full-time School Turnaround Coach to provide high quality, job embedded professional development in key turnaround competencies and to address school safety, discipline and non-academic factors impacting student achievement; 7) providing a full-time Literacy Instructional Coach and a Mathematics Instructional Coach to deliver job-embedded instructional support and coaching in core content areas, DDI, and CCSS-aligned curriculum; 8) providing job-embedded, ongoing professional development informed by student data and the teacher evaluation system and tied to teacher and student needs; 9) providing a more rigorous, research-based instructional program that is aligned with CCSS;

10) contracting with organizations that establish alternative pipelines for recruitment (e.g., TFA or TNTP); and 11) deepening existing school-based partnerships to meet the social, emotional, academic, health and mental health needs of our students.

Seymour's reform efforts will receive additional sustained and high-quality support at the district-level in the form of: a full-time Executive Director of Turnaround dedicated to overseeing turnaround efforts in the nine iZone schools; the newly-formed Office of School Transformation and Innovation (OSTI) to assist iZone schools in creating more flexible operating conditions, additional capacity and expertise unique to school turnaround; a 1.0 FTE Community Outreach/Communications Coordinator and a 1.0 FTE Operations and Facilities Coordinator to be shared among the nine iZone schools; **key partnerships** with Mass Insight Education's School Turnaround Group, and the Achievement Network for ongoing strategic support, technical assistance and guidance; and in-depth embedded support from Pearson curriculum consultants.

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

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

See completed Attachment B.

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

Seymour Dual Language Academy is a pre-K-5 school located on the City's West Side, an area with a high concentration of disadvantaged neighborhoods. In the current year, Seymour serves 544 students in grades pre-K-5, of whom 29% are African-American, 53% are Hispanic, 1% are Asian/Pacific Islander, and 11% are Caucasian. More than 25% are English language learners, the vast majority of whom are Hispanic students with low native language literacy skills. Twenty-one percent have been identified as having a disability and 87% qualify for free/reduced price lunches, significantly more than SCSD's poverty rate of 73%. A large percentage of the students and families served by Seymour come from extreme poverty neighborhoods, where compounding risk factors cause disproportionately negative outcomes for residents.

In *Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It* (ASCD, 2009), veteran educator and brain expert Eric Jensen details the most significant risk factors that affect children living in poverty, which include but are not limited to: emotional and social challenges; cognitive lags; and health issues. Emotional and social challenges among any student population are often displayed through disruptive behavior. Disruptive behavior is a critical issue confronting Seymour's staff and students. During the 2011-2012 school year, disciplinary referrals resulted in 487 days of lost instruction (the fifth highest rate among SCSD's 14 K-5/6 schools). Seymour had a 30% suspension rate in 2011-12, the second highest rate among SCSD's nineteen elementary configurations.

Poor student academic performance across all grade levels for all subgroups indicates that Seymour needs significant support to improve academic achievement. Persistent gaps exist for SWDs, ELLs and African-American students in particular, as indicated by subgroup performance on the Spring 2012 NYS ELA and math assessments for grades 3-5 (see Figure 1). Furthermore, AIMSweb K-3 assessment data for September 2012 indicate that 57% of incoming kindergarteners are not performing at benchmark/Tier 1 on measures of letter naming fluency (with 27% identified as at-risk/Tier 2 and 29.2% identified as severe risk/Tier 3) and 47% are not meeting benchmark for letter sound fluency (with 10% identified as at-risk/Tier 2 and 37% identified as severe risk/Tier 3). Both of these indicators are strong predictors of later reading failure. Research supports that children who are not reading on grade level by 3rd grade are four times less likely to graduate from high school than peers who are. In the current school year, 62% of Seymour's third graders have been identified as requiring intensive intervention for comprehension; only 12% are meeting benchmark expectations. It is clear that all subgroups are not on track for high school and college success. The vast majority of Seymour students will attend Westside Academy, a chronically underperforming middle school where only 7% of last year's 8th graders met proficiency standards for ELA (4% for math). Westside students go on to attend Fowler High School, a PLA/Priority School that had a 40% dropout rate and a 29.9% graduation rate in 2011-2012.

Fig. 1 Student academic performance by subgroup at Seymour Dual Language Academy

Group	Grade 3 % not meeting standards		Grade 4 % not meeting standards		Grade 5 % not meeting standards	
	ELA	Math	ELA	Math	ELA	Math
All students	86.4	83.3	98.6	84.3	86.8	94.0
African American	93.8	93.8	94.1	94.1	84.6	91.7
American Indian	***	***	***	***	***	***
Hispanic	88.9	86.7	83.7	78.6	85.3	93.6
Asian/Pacific Islander	***	***	***	***	***	***
White	***	***	***	***	***	***
Gen Ed	82.0	78.9	86.0	80.7	81.6	91.4
SWD	100	94.4	***	***	***	***
LEP	100	100	91.7	87.5	100	100
Economically Disadvantaged	86.4	83.3	88.4	84.1	88.5	93.9

Data Source: April 2012 NY State Grades 3-8 English Language Arts and Math Assessment results; not meeting the standards is defined as scoring at levels 1 and 2. The *** notation indicates data for a student subgroup of fewer than 15 students has been suppressed to protect student privacy.

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

A JIT review was conducted at Seymour in April 2010 to assess the school's education program and guide school improvement efforts. The review team was comprised of an Outside Education Expert, SED review team representatives, SCSD senior administrators and content area and subgroup specialists. The review process consisted of: a thorough review of student performance data; classroom observations; interviews with staff, students, and parents; surveys; focus groups; and extensive document review. JIT review findings and recommendations were used

extensively in designing Seymour's Turnaround Plan. Additional in-depth reviews included district-level comprehensive external diagnostic reviews conducted by nationally-recognized experts in school and school district reform to identify areas for systemic improvement and a needs assessment of Seymour's dual language program by the Center for Applied Linguistics (CAL) in April 2012. These findings, along with input from senior SCSD administrators, were also considered in determining Seymour's existing capacity, strengths and needs.

The Integrated Intervention Team (IIT) is scheduled to perform their review of Seymour in May 2013. The SCSD representatives for the IIT, which include the Director of School Reform, the Director of ELL, Bilingual, and Foreign Language Education, the Director of Early Childhood Education, the Coordinator for Student Support Services and a Parent Advocate from the SCSD Parent Partnership Network, as well as our Outside Educational Expert (OEE) from Insight Education, have been attending the Diagnostic Tool for School and District Effectiveness (DTSDE) trainings required by NYSED. DTSDE training is focused around these six tenets: 1) District Leadership and Capacity, 2) School Leader Practices and Decisions, 3) Curriculum Development and Support, 4) Teacher Practices and Decisions, 5) Student Social and Emotional Developmental Health, and 6) Family and Community Engagement. It is important to note, that in addition to the findings and recommendations from the JIT/SQR/ESCA, the DTSDE rubric was used to frame the school's Comprehensive Educational Plan, and that the CEP was in turn used to frame components of the proposed SIG plan. The SIG plan will of course be further honed and solidified during the pre-implementation phase, at which time findings from the IIT's external review will be available for review and consideration.

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

Several key findings and recommendations were consistent among the JIT report, district-level diagnostic reviews, and CAL assessment. Identified strengths included the provision of job-embedded professional development. Findings regarding gaps include: academic performance not improved under the current school structure; curriculum, curriculum maps and pacing guides not being implemented consistently; learning objectives infrequently posted in classrooms; a lack of emphasis on formative assessments, attendance, behavioral and parent involvement data; staff need for a more in-depth understanding of effectively implementing a successful dual language program; Spanish-speaking parents indicating they feel unwelcome at the school or at the school's Parent Center and that their children are treated differently; and the need for more frequent monitoring of SIP implementation to ensure improved academic performance. In sum, systemic school review findings and recommendations outline a clear need for the following: creating a data-driven instructional culture that ensures that teachers analyze and use data to appropriately differentiate and inform instruction; redesigning the bilingual instructional delivery model; providing one-on-one coaching support to assist teachers in improving their instructional practices and implementing research-based strategies (such as the Reading First five essential components of reading); increasing parent engagement; and providing targeted, high quality professional development in the areas of instructional rigor, critical thinking, PBIS, cultural competencies, differentiated instruction, classroom climate, student engagement, maintaining high expectations for all students, and classroom/time management.

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

Seymour leadership will oversee the selection of a Turnaround School Team (TST) that will function very similarly to the current School Leadership Team. The TST will be tasked to use the aforementioned recommendations and findings, the SCSD Strategic Plan, student performance data, and SIG and NYSED ESEA waiver documents to guide their prioritization of identified needs and to finalize the design of Seymour's comprehensive SIG Turnaround Plan that will address these needs. Their efforts will be further guided by the iZone Executive Director of Turnaround and expert consultants from Mass Insight Education's School Turnaround Group to ensure that Seymour's Turnaround Plan will achieve dramatic school-level achievement gains and that Seymour is prepared for long-term transformation into a high-performance organization.

II C. School Model and Rationale

i. Describe the rationale for the selected model (Turnaround, Transformation, or Restart), the research-based key design elements and other unique characteristics of the new school design. The rationale should reference the identified needs, student population, core challenges, and school capacity and strengths discussed above. 1.2

Under New York State and federal accountability guidelines, Seymour has been placed in improvement status since 2003 and has been in Corrective Action and/or Restructuring since 2005. Seymour Dual Language Academy was designated a Priority School for the 2012-2013 school year and is in the first cohort of priority schools that must initiate a whole-school redesign model in the 2013-2014 school year. It is clear that the school requires a more dramatic and comprehensive approach to school improvement. Improvement efforts over the years have focused on research-based strategies but they have been piece-meal and have clearly not succeeded in removing the school from accountability status. While school leadership has changed over the years, none of the improvement efforts have included significant staffing changes, nor have they included comprehensive, research-based APPR processes or sufficient district- and school-level accountability measures.

The Turnaround Model was selected by Seymour leadership as it is clear that the school requires a more dramatic and comprehensive approach to school improvement. An abundance of research supports that teacher quality is one of the most important school-based factors affecting student achievement. The existing staff at Seymour is fairly stable, with relatively little turnover and a large number of veteran teachers. Seymour's current dual language model across grades K-5 requires nine certified bilingual teachers. If the dual language model is kept in place at Seymour, requirements to replace 50% of the staff will have to take into account the need to ensure that there are sufficient numbers of bilingual teachers to effectively implement appropriate bilingual programming. This may prove challenging as there continues to be a local and state-wide shortage of certified bilingual teachers.

Systemic school review findings and recommendations outlined a clear need for the following design components: providing a more rigorous, research-based instructional program aligned to the CCSS; expanding the school day to provide students with additional time to master core

content; creating a data-driven instructional culture that ensures that teachers analyze and use data to appropriately differentiate and inform instruction; redesigning and strengthening the school's bilingual instruction delivery model; providing one-on-one coaching support to assist teachers in improving their instructional practices and implementing research-based strategies; increasing parent engagement; and providing targeted, high quality professional development in the areas of instructional rigor, critical thinking, PBIS, cultural competencies, differentiated instruction, classroom climate, student engagement, maintaining high expectations for all students, and classroom/time management. We are confident that the proposed Turnaround Plan, with greatly increased accountability at both the district and school level, will ensure that Seymour realizes dramatic school-level achievement gains and becomes a "School in Good Standing" by the end of the three-year project period.

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

All Syracuse City Schools are guided by the goals and initiatives laid out in the five-year strategic plan, *Great Expectations*, which also serves as the District Comprehensive Improvement Plan (DCIP). The presidents of both STA and SAAS were members of the Core Planning Team and participated actively in an intensive, collaborative process of drafting, discussion, and community review between March and June of 2012. The strategic plan's five goals express a firm commitment to impacting all three components of the instructional core (students, teachers, and content) as well as moving the district itself toward becoming a high-performing organization with a true culture of accountability for student achievement.

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

Specific to the process of developing Seymour's proposed Turnaround Plan, the Director of School Reform and Executive Director of Turnaround have provided professional development and technical assistance to all Priority Schools, assisting them in planning to implement accountability mandates associated with New York State's ESEA Waiver. The Superintendent, the Chief Academic Officer, the Director of School Reform and the Executive Director of Turnaround met with the principals of Porter Elementary, Seymour Dual Language Academy, Bellevue Elementary, Van Duyn Elementary, Frazer K-8, Danforth Middle and Westside Academy at Blodgett on January 3rd to discuss their designations as Priority Schools, review the four intervention/redesign models, assess progress and offer technical assistance. A follow-up meeting was scheduled at Seymour to further discuss the redesign models as well as the SIG grant application requirements and guidance. Attendees at the follow-up meetings at Seymour

included the school's principal and members of the School Leadership Team (which includes a parent representative), the Chief Academic Officer, the Executive Director of School Turnaround, and the President of the Syracuse Teachers Association. Aspects of each of the four redesign models were reviewed and any input, questions or concerns were raised and discussed. Model selection included a thorough review of trend data, JIT findings and recommendations, teacher effectiveness data and ratings, and consideration of the impact of the model on the school community. Once a redesign model was selected based on the needs and strengths of the school, the Principal met extensively with the SLT to develop and refine Seymour's Turnaround Plan. Staff from the Office of Teaching & Learning and the Department of Special Programs met extensively with school leadership to assist them in crafting their SIG grant application. The proposed plan is a reflection of many months of collaborative work among and between district, school and union leadership.

II D. School Leadership

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

There are several specific characteristics and core competencies of a school principal that are necessary to meet the needs of the school, ensure efficient school operation and produce dramatic gains in student achievement. As such, SCSD and NYS approved a leadership rubric in 2011-2012 to help identify new leaders and evaluate existing leaders. The Insight Education Group, an expert organization in teacher and school leader effectiveness, wrote and designed this rubric. It consists of two main parts to increase student achievement: highly effective instructional leadership and highly effective organizational leadership. According to the rubric, in order to be an effective instructional leader one must: establish and implement a shared vision; build and maintain a climate of accountability for learning; drive high-quality, rigorous, student-centered instructional programs; create a culture of data-driven decision making; and develop and coach teachers and instructional staff. In order to be an effective organizational leader, one must: manage the organization, operations and resources to promote a safe, efficient and effective learning environment; establish a culture of learning, growth, positive behavior and high expectations; lead with integrity, fairness and ethics; manage and lead change and innovation; and engage families and the entire community of stakeholders. Overall, these skills and attributes are matched with a deep-seated philosophy that all students can be college and career ready. Using this rubric and other best practices, we created a job description for school leaders. (Please see the Principal job description attached in IVr Additional Documents.)

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

N/A

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.

At Seymour Dual Language Academy the current principal has been in place for at least two years and will therefore be replaced per SIG requirements. In the union contract, the superintendent has the authority to remove or transfer a principal, provided s/he gives notification of the reason and takes into account performance and length of service.

The timeline is as follows for hiring principals in Turnaround, Transformation and traditional schools:

- January 15th: Recruitment process for highly effective principals begins
- February 1st-March 15th: Principal candidates undergo selection process
- February 15th: Principals who are being replaced and/or moved to a new school are notified
- March 15th: Final decisions are made on principal selection for Turnaround and Transformation Schools
- April 15th: Principals are hired for all other schools.

Along with the teacher rubric for hiring, we created a leadership core competencies rubric for hiring. Cross & Joftus, a leading organization in educational reform consulting, assisted us in creating this rubric. The rubric is based on the recently approved district rubric from Insight Education Group, as well as best practices in school leader hiring from a number of high-quality traditional school districts, Charter Management Operators, and prestigious universities. The key areas are: Strategic Leadership: Vision, Cultural and Equity Leadership; Instructional Leadership: Achievement Focus; Instructional Expertise; Human Resources Management: Develop and Coach Teachers and Staff; Relationship Building and Communication, Managerial Leadership; and Change Management.

We also created a process for hiring new principals and leaders that will begin after current principals are notified of their removal. The Personnel Department will handle this process with specific oversight by the Superintendent. The steps of the hiring process are: early recruitment of highly effective candidates, paper screen (resume, application essay questions, references), initial phone screen, screening event (interviews, performance tasks, and role plays), reference check, selection interview, and superintendent approval. During the application process, the candidates will need to create a vision for the school, which includes data-driven decision making and preparing all students for a 21st century economy. In the interview and screening event, candidates will participate in role-plays, such as a meeting with a parent or a post-classroom observation conference with a teacher. Candidates will also complete performance tasks such as data analysis. During screening and selection activities, candidate responses and performance will be evaluated using the leadership hiring rubric. All of the screening and selection activities will help the District choose the most highly qualified candidates for leadership roles in order to ensure high student achievement.

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

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

Seymour Dual Language Academy will use SIG funds to hire a full-time school-based **Turnaround Coach**. The role of Turnaround Coach is a key component of the District's strategy to support dramatic transformation of its lowest-performing schools. The Turnaround Coach will provide classroom coaching and outstanding, individualized professional development to teachers as they work to cultivate positive school culture and dramatically transform student achievement at Seymour. The primary role of the Turnaround Coach is to work with teachers to support best practices in classroom management and student engagement, provide analysis of school-wide trends in support of school turnaround priorities, and make recommendations about potential next steps to address areas of need. The Turnaround Coach will support teachers at multiple grade levels and across all subjects. As an advisor to teachers and the principal, the Turnaround Coach will be responsible for providing support in execution of consistent and positive behavior management, engaging and culturally relevant 21st century instructional strategies, and research-based practices for effective school turnaround. The Turnaround Coach at Seymour will be a certified teacher with a proven track record as a successful and innovative teacher of urban children. S/he will have solid experience working with English language learners and highly diverse student populations, and will possess the skills necessary to mentor adult learners and expedite the professional growth curves of teachers. (Please see the Turnaround Coach job description attached in IVr Additional Documents.)

Seymour Dual Language Academy will also have a full-time **Literacy Instructional Coach** and a full-time **Mathematics Instructional Coach** dedicated to providing job-embedded instructional support and coaching. The primary role of both coaches includes but is not limited to: working with teachers to support their implementation of the CCSS, district curriculum, and best practices in using data; providing analysis of school-wide trends in instruction; cultivating and supporting a standards-based, data and results-oriented culture; identifying appropriate research-based strategies for improving instructional delivery; and supporting the development of curriculum and

advising pacing on the scope and sequence based on essential content knowledge as outlined in the state and national standards. The coaches will provide expert advice on improving and enhancing individual lessons and units based on ongoing analysis. Coaches will be certified teachers with a strong record of helping students achieve academic success, primarily with students of color, English language learners, and low-income students. (Please see the Literacy Instructional Coach and Mathematics Instructional Coach job descriptions attached in IVr Additional Documents.)

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

The current supporting leadership team at Seymour Dual Language Academy is comprised of one Assistant Principal, a Literacy Instructional Coach, and a Mathematics Instructional Coach. The team meets on a weekly basis with the Principal and with grade level teams to ensure that their vision for the school comes to fruition. The Assistant Principal is in her second year at the school. She previously served as an Assistant Principal in the Syracuse City School District at the elementary school and K-8 school levels for a period of two years. She has five years of administrative experience and nine years of teaching experience at the high school level prior to joining the District. The Assistant Principal has participated in Leadership Development Academies and ongoing professional development throughout the past four academic years.

The Literacy and Mathematics Instructional Coaches were appointed after a rigorous, four-part interview process which included vetting through the Chief Academic Officer to ensure an appropriate skill set relative to the needs of staff and students. They each participated in over 80 hours of targeted research-based professional development during the summer of 2012 relative to CCSS content and pedagogy in support of turnaround strategies. The Mathematics Coach is in her first year in this role. She has served in a series of leadership roles at Seymour, including Instructional Coach, Dual Language Facilitator, and elementary teacher. The Literacy Coach was specifically identified and assigned to Seymour due to her skill set and knowledge of the students. She is in her first year as the Literacy Coach and has served in the following roles in the District: ESL Teacher, Reading Specialist, and Administrative Intern. The supporting leadership team will be enhanced by the placement of a Turnaround Coach.

The School Leadership Team (SLT), which meets monthly, is comprised of the principal and administrative intern, instructional coaches and staff members representing each grade and the teachers' union. Team leaders review information from SLT meetings with their teammates and additional questions are discussed at the monthly faculty meetings. SLT meetings and faculty meetings are scheduled in the fall for the year. The Labor Management Team also meets monthly to address labor or management issues with administration. Under terms of the iZone Memorandum of Understanding, the SLT will evolve into a Turnaround School Team (TST). The makeup of the TST will differ only slightly from that of the SLT, with teachers being elected

to serve by their peers, and streamlining of sub-committee functions. There will also be term limits imposed to prevent stagnant progress and to contribute to dynamic thinking and action. Monthly meetings with the TST will be the mechanism by which Seymour leadership will ensure buy-in and support as well as resolve any potential barriers or obstacles. The current SLT has been integrally involved in developing the proposed Turnaround Plan, and as such has already indicated strong support of the plan.

Although each current member of the supporting leadership team has a unique and vast set of skills, it would not be possible at this time to ascertain who might remain at Seymour. Recognizing the need for a well-rounded team with complementary skills, and honoring the commitment to staffing autonomy, such determinations will not be made until the new school principal is identified and hired by March 15.

II E. Instructional Staff

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

The staff makeup at Seymour Dual Language Academy has been very consistent, with a turnover rate of only 8% over the past three years. Thirty teachers have been teaching for ten or more years, with an average among all staff of 15 years in the district. Seymour's 47 instructional staff members (excluding administrators) consist of 23 common branch elementary teachers, eight special education teachers, five ESL teachers, two speech/hearing impaired teachers, two physical education teachers, and one of each of the following: library/media specialist, music teacher, occupational therapist, and psychologist.

Quality Many of the staff at Seymour have advanced degrees in education (80% have a Masters Degree and 4% have a CAS). All teachers have valid teaching certificates, and all classes are taught by teachers with appropriate certification. The majority (70%) has permanent teaching certification; 11% have professional certification; and a combined 19% have initial or provisional certification. All are engaged to varying degrees and levels in ongoing professional development.

Effectiveness By August 2013, we will have official APPR data by which to assess teacher effectiveness. In the absence of this information today, student achievement serves as the most reliable measure that can be used to assess the effectiveness of teachers. Despite the qualifications and years of experience of the instructional staff, students at Seymour are woefully underperforming. In 2011-12, only 14% of 3rd graders scored at 3 or above on the NYS ELA assessments; among 4th graders this figure was 11%; and among 5th graders, 13%. In math, only 17%, 16% and 6% of 3rd, 4th and 5th graders respectively scored at level 3 or above.

Appropriateness Although 89% of Seymour's students are students of color, 88% of the teaching staff is white. One-quarter of the students are English language learners, and 10 teachers have either bilingual extension or ESL certification. With such a high population of ELLs in an inclusive school, the District must make every effort to hire, train and regularly evaluate teachers

whose expertise is ELLs. In addition, Seymour Dual Language Academy must make every effort to attract and hire more teachers of color to ensure that its teaching staff is more representative of the demographic makeup of the school's student population.

The selection of the Turnaround Model will address the need to ensure that Seymour is staffed with strong, high quality teachers and administrators who are committed to the proposed reform efforts at the school.

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.

SCSD has hired the consulting firm Cross & Joftus (C&J) to redesign the hiring process. Working together, SCSD and C&J determined what characteristics and core competencies key instructional staff should possess to meet the varied needs of our students. First and foremost, all instructional staff will need to have a deep-seated belief that all students can learn and be college and career-ready for a 21st century economy. The characteristics and core competencies needed are outlined in the K-5 rubric and the 6-12 rubric approved by the district and the state. For hiring purposes, we also added best practices used at prestigious universities and highly successful traditional districts and Charter Management Organizations. All rubrics are specifically focused on teaching students of color, students with special needs, English language learners and low-income students. We also added to the core competencies professional responsibilities such as reflectiveness in teaching practice, effective communication with all stakeholders, conflict management, flexibility, a growth mindset, collaboration and holding oneself to high standards. Instructional staff must have a deep knowledge of the pedagogy necessary to teach all types of students, including low-income students, English language learners, students of color, and students with disabilities. They also must have a deep knowledge of their content area, and be well versed in state and national (Common Core, AP and IB) standards and frameworks. We will look for teachers who can command a classroom, create a positive, productive and respectful environment, and engage and involve all students. Instructional staff must be able to create relationships with students and understand their backgrounds, learning styles and cultural heritage to best teach them. Finally, teachers need to be well versed in data-driven instruction and assessment and innovative new teaching technologies. Seymour Dual Language Academy is proposing to implement the Turnaround Model, therefore at the start of model implementation, 50% of staff will be new to the building and/or new district hires and 50% of staff will be current teachers who passed the selection process detailed above.

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

In the "Turnaround Model," 50% of the instructional staff, including the principal, will need to be replaced. All SCSD teachers will be notified by February 15th about which schools are adopting turnaround and transformation models, related staffing implications, and processes through which personnel decisions in turnaround schools will be made. At that time, positions in turnaround schools will be advertised to teachers in all schools through the District's weekly Executive Bulletin. All teachers will be given the opportunity to opt out of and opt in to

turnaround schools by March 15, 2013 before final personnel decisions are made. Teachers who opt out of turnaround schools will be placed on the district's transfer list and will be eligible for positions in other SCSD schools (see details on transfer list below). This is in compliance with the union contract.

The superintendent will determine principal placement and new hires, following the guidelines in the union contract, by March 15th at the latest. The superintendent has full responsibility for personnel decisions about principals but must give notification in writing and must provide a reason for the decision. The decision must take into account performance and length of service. Tenured principals not selected to stay at turnaround schools must be given a new placement at another school in the district. Principals chosen to lead turnaround schools will be given a $10,000 signing bonus as an incentive and retention tool, paid for by SIG funds. Once a new principal is hired to the turnaround school, s/he will participate in the hiring process for new teachers and staff.

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

New Instructional Staff: SCSD's process for recruiting, screening and selecting instructional staff that are new to the District has been completely revised. The district is working closely with a professional education reform group, Cross & Joftus, to redesign their processes. The steps of the process are as follows: early (December start) recruitment of highly effective candidates, paper screening (resume, application, application essays, teaching materials), initial interview, screening event and teaching demonstration/video, reference check and a school-site interview.

The only barriers to recruiting, screening and selecting new instructional staff have been a lack of resources (staff and financial), a lack of training, and a late budget timeline (see above). The District has allocated an additional $10,000 within the 2012-13 budget to support earlier recruitment. Further, SCSD is in the process of hiring a new Executive Director of Talent Management to spearhead this recruitment and selection effort. Once this new Executive Director is on board, s/he will be able to hire new staff to assist in the hiring process. Principals and district hiring authorities, including Personnel staff and executive directors in the instructional division, will be trained on using the PATS hiring database and all new hiring rubrics and screening and selection tools. We anticipate an estimated 50 to 75 new instructional staff hires district-wide due to retirements and implementation of the SIG Turnaround and Transformation plans. SCSD implemented an early retirement incentive program in December 2012 to encourage earlier notification of retirements, to alleviate the expected budget shortfall and allow for earlier analysis of the District's human capital needs.

Recruitment: To find the largest number of highly qualified candidates as early as possible, the team implemented several strategies. This included building a strategic three-year recruitment plan, redesigning the teacher and principal selection process, and shoring up data for new positions by February 1st (updating seniority and recall lists, and expediting the budget process to ensure early decisions about which positions will close in 2013-14). SCSD is also seeking to work with organizations that establish other pipelines for recruitment (e.g., TFA or TNTP)

whose selection process is highly rigorous, and includes recruiting candidates with high GPAs from top-tier undergraduate institutions, as well as a lengthy application and thorough interview process. Once hired, teachers undergo a training program and are assigned a mentor. As of this writing, SCSD has launched its new online application and has advertised our open positions both locally and nationally. We are also working with local universities, such as Syracuse University, Cornell University and the SUNY system to recruit high-quality teachers. We plan to attend as many local and state job fairs as possible. We are increasing and diversifying the number and frequency of job postings to more than thirty locations and diversifying the applicant pool to include candidates from out of state and out of the area and especially candidates with a broad range of qualifications and experience teaching English language learners, low-income students and students of color. Our goal is to finish teacher hiring by June 15th to ensure that highly qualified teachers can participate in meaningful summer professional development and be ready to lead their classrooms effectively by the start of the school year. We anticipate that we will have to hire an estimated 50 to 75 new teachers this year, and we hope to have 25% hired by April 1st, 50% hired by May 1st and 100% hired by June 15th.

Screening and Selection: The new online application went live on December 20, 2012. All hiring processes, screening tools and scoring mechanisms are based around a core competency rubric that was created using state-, district- and union-approved rubrics—the Danielson (6-12) rubric and the SCSD Teaching and Learning (K-5) rubric. We based our hiring rubrics upon best practices designed by prestigious universities and other high-performing organizations, districts and charter management organizations. These rubrics are specifically focused on teaching students of color, English language learners, students with disabilities, and low-income students.

In the application, candidates must answer questions regarding their classroom management philosophy and their ability to check for understanding, differentiate instruction, use assessment and data to drive instruction, communicate with parents, and collaborate with colleagues. We also implemented a multiple choice "attitude inventory" questionnaire, similar to the Haberman and Gallup effective teacher surveys, which identifies attitudes and philosophies of teachers that tend to succeed in urban school districts.

A major change to the screening process is the specific focus on both a review of teaching materials (lesson plans, assessments, unit calendars) *and* a teaching demonstration (either live or recorded), all of which are evaluated and scored according to the core competency rubric. There is also an emphasis on candidates truly knowing their pedagogy and content areas—we hope to identify and recruit a few "superstar" teacher leaders, coaches, or department heads within the district to assist with review of teaching materials and demonstrations. Finally, within the screening event and school site interview teachers will be required to do performance tasks, such as analyzing student data and creating an instructional plan based on the data, as well as role plays, such as dealing with a disruptive student.

Existing Staff: The process for retaining and transferring existing staff is based upon employment contracts. This can be a barrier and an obstacle, as principals do not entirely have "free rein" over their personnel decisions. The process for retaining existing staff will be done in two parts. In the first part, Executive Directors and the Principal will evaluate teachers using several pieces of data. This will include state test score data from the prior year (2011-2012) for grade 3-8 math

and ELA teachers, multiple classroom observations from 2011-12 and/or 2012-13, and a portfolio of teaching materials. If possible, data will also include "student growth" in test scores from year to year. These data points are nearly identical to those included in the Approved Annual Professional Performance Review (APPR) process. Rubrics that are aligned to the Danielson 6-12 rubric and the district K-5 Teaching and Learning rubric will be created, setting a minimum threshold for teachers. Any teacher who does not meet the minimum threshold will be removed from Seymour Dual Language Academy. In the second part of the screening process, the Principal, Executive Director, and an STA officer will select the first five teachers hired for each school; they will strive for consensus, but the principal will make the final decision, in keeping with the principle of mutual consent. Those first five teachers, if they so choose and on a voluntary basis, will participate in interviews as members of the hiring team for the remainder of the selection process to hire initial staff for the school which includes a presentation of teaching portfolio materials. Interview questions will be aligned to SCSD's Teaching and Learning and Danielson frameworks. Responses and portfolio materials will be rated using rubrics also aligned to those frameworks. Current teachers at Seymour must pass both parts of the selection process to remain at the school. Additionally, no teacher with an 'ineffective' rating on the 2011-12 and/or 2012-13 APPR evaluation system may be considered for placement in a Turnaround or Transformation school. Any teachers with probationary status at Seymour who received ineffective ratings on their APPR evaluation will be terminated.

Any tenured teacher that does not pass the screening and selection process will be removed from Seymour Dual Language Academy and will follow the process in the union contract and New York State law to be placed in a different school within the district. If there is a surplus (more than 50%) of qualified teachers (tenured or non) based on the selection assessments, the hiring authority will take into account seniority as well as high need areas such as special education, math and science, and teaching English language learners. If a teacher from another district school (non-turnaround) wishes to apply to Seymour, s/he will need to participate in part two of the above process—the selection interviews.

Election-to-Work agreements: As indicated in *Section Bi*, in exchange for greater accountability for performance results, staffing at Seymour will be by a process of "mutual consent" whereby both the teacher and the principal must agree to the placement. Teachers electing to work at Seymour must sign a year-to-year Election-to-Work agreement. Those failing to fulfill the obligations of the EWA can be required to transfer. Similarly, those staff who don't meet the "mutual consent" requirements can apply for transfer through the SCSD personnel office. The voluntary transfer process, which takes place twice a year (in March and June) is as follows: teachers can opt into a transfer list, and principals can interview and select candidates from that list. Non-voluntary (administrative) transfers also exist. Administrative transfers can occur as long as the teacher and the supervisor are notified of the reasons and the teacher is informed of any open positions in the district. Administrative transfers may also occur as a result of position reductions, in which case teachers with the least seniority are let go from their position and some shuffling of staff among buildings occurs to fill available positions (determined by seniority in tenure area). Any teacher who is laid off is placed on a recall list for seven years (placement on the list is determined by time as a district employee, not by tenure area), during which time they have rights to any position that becomes available for which they are certified.

II F. Partnerships

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

The following partner organizations will be used to support the implementation of Seymour Dual Language Academy's redesign plan:

Mass Insight Education's School Turnaround Group (STG) has a successful history of working effectively with school districts and state education agencies across the country to restructure in order to turn around low-performing schools. The STG model includes helping districts redesign the way they support staff and students in their lowest performing schools by: building **capacity** at the school, District and State level to undertake successful turnaround at scale; creating operating **conditions** that reduce barriers to reform efforts; and **clustering** schools into manageable and meaningful groups to create a community of effective practice that can be replicated in other schools in the district. ***Rationale*:** STG has worked closely with SCSD in the development of the Strategic Plan as well as with Seymour Dual Language Academy in designing the school's redesign plan. STG is currently providing capacity-building support to ensure that SCSD has the necessary structures and conditions in place to enable dramatic school improvement. ***Role*:** Working closely with District and school leadership and OSTI staff, STG will provide consultation services in: identifying and removing any barriers to achieving greater autonomy for Priority Schools; refining and finalizing Seymour's redesign plan during the pre-implementation period; and building school and SCSD leadership capacity to better support school intervention, improvement and turnaround strategies.

The **Achievement Network (ANet)** is a non-profit organization committed to helping all students achieve academic excellence. Founded in 2005 as Massachusetts Public School Performance to serve a small cohort of Boston charter schools, ANet is designed to provide professional development for schools on effective data-driven strategies to identify and close gaps in student learning and embed those strategies into schools' everyday routines. In the 2011-12 school year, ANet has grown to work with 252 schools, over 68,000 students and 2,900 teachers in eight geographic areas. ***Rationale*:** Teachers need to continually assess student learning in order to improve instruction and tailor lessons to individual student needs. ***Role*:** ANet will provide professional development and guidance to teachers and school leaders in the effective use of DDI.

Pearson Learning Teams are used to drive school improvement efforts in high-need, racially and ethnically diverse urban schools in the areas of ELA/literacy and mathematics. Their work centers on: 1) documentation of program outcomes, both summative and formative; 2) documentation of implementation strength and fidelity; and 3) providing ongoing feedback to improve program implementation. Team members provide Instructional Leadership trainings, embedded professional development, facilitation of teacher workgroup meetings, and analysis of student academic needs based on periodic assessments. ***Rationale*:** Pearson consultants will build the capacity of school leaders, teachers, and Math and Literacy Instructional Coaches to implement Pearson curriculum. ***Role*:** Pearson Learning Teams and consultants will provide

ongoing, site-based support to staff in implementing the Pearson curriculum, including: expert coaching support from ELA and Math consultants, three days a month; three days of summer professional development (4 hours/day) for teachers in both ELA and math; and training and support for Instructional Coaches and Principals with a Pearson consultant three hours monthly (alternating each month for ELA/Math).

ii. *Complete the Evidence of 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.*

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

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

In order to effectuate change and maximize limited resources, the District will implement the following process to hold partners accountable for performance.

During the pre-implementation period, the Executive Director of Turnaround will schedule a meeting with each partner and key district staff members (e.g., the targeted schools' principal(s), the Chief Academic Officer, the Chief of Shared Accountability) to outline the need and to identify corresponding services to be provided. At this time, the parties will establish partner responsibilities, targets for deliverables and a timeline for completion. Accountability measures will be agreed upon, and may include but will not be limited to: monthly reports of progress to Turnaround School Teams, sign-in sheets and evaluations of sessions by participants, feedback from principals at regularly scheduled iZone meetings, review of lesson plans and student data by principals, presentations to the PTO or other school/community members, or annual reports to the Board of Education. A Memorandum of Agreement will be drafted and formalized to articulate clearly the scope and sequence of the partner's, school's and district's responsibilities.

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

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

II G. Organizational Plan

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

Please see the attached organizational chart for Seymour Dual Language Academy.

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

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

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

Day-to-day operational and discipline concerns are handled by the Assistant Principals, who work directly with grade-level teams in supporting their work in classrooms from an instructional standpoint and also includes other aspects of resource management. Assistant Principals also work with other support staff that may include: counselors, social workers, psychologists, nurses, custodians and clerks, etc.

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

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

Grade-level meetings occur once monthly and are devoted to operational/resources concerns, so

that all other meetings can be devoted to discussing student data and setting goals for improvement. The grade-level meeting is attended by teachers for the respective grade level and the Assistant Principal assigned to that grade.

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

The SCSD is committed to supporting teachers in their work with students. An objective process that integrates evaluation into ongoing professional growth is a critical element of that support system. The District, Syracuse Association of Administrators and Supervisor (SAAS) and Syracuse Teachers Association (STA) collaboratively developed the new Annual Professional Performance Review (APPR) plan for the 2013-2014 school year with input from the Teachers Evaluation Taskforce and the Model for Practitioner Evaluation (MPE). By providing teachers with the feedback and support they need to succeed, the evaluation system will improve instructional practice and promote learner-centered schools. The District APPR plan was among the very first cohort plans approved by NYSED.

This supervision and evaluation process that is both challenging and effective is based on research and best practices. This process will be reviewed annually, and as needed, by the Teacher Evaluation Task Force, guided by District vision, mission, and goals. This process will lend itself to self-reflection, reflection among peers, and worthwhile discussions between the evaluator and teacher that will ultimately lead to improved learning for students.

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

State Assessments (20%): Grades 4-8 ELA and Math Teachers will be evaluated on student growth on state assessments. For teachers other than grades 4-8 ELA and math, student growth as measured by Student Learning Objectives (SLOs) developed for each grade and course. The District will use state assessments (including Regents exams), state-approved third party assessments or district-developed assessment to measure growth within SLOs.

Local Measures (20%): For grades K-8 school-wide measures of student growth based on a state-provided Mean Growth Percentage growth score covering all students (10 points). Four school-wide measures of student achievement: Reduce student scoring at Level 1 in Math and ELA by 10 percentage points (each counts for 2.5 points); and increase of students scoring at Levels 3 & 4 in math and ELA by 5 percentage points (each counts for 2.5 points).

Professional Practice (60%): Classroom Observations (54 points) - Grades K-5, *SCSD Teaching and Learning Framework Rubric*; and Grades 6-12, *Danielson TEACHSCAPE Framework for Teaching*. Tenured Teachers will receive at least 3 observations; 2 by a certified administrator (1 unannounced); 1 by a peer observer (announced). Tenured Teachers may opt to have the peer observation count toward their evaluation. If this option is chosen, administrator observation

shall count for 36 points and the peer observation shall count for 18 points of the professional practice score. If the option is not chosen, the administrator observations will count for the full 54 points. Non-tenured teachers will receive at least 4 observations; 2 by a certified administrator (1 unannounced); 2 by a peer observer (announced). The administrator observations shall count for 36 points and the peer observations shall count for 18 points; Student surveys (6 points) – Tripod Survey will be administered to a sampling of students.

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

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

Upon completion of the review, teachers will be identified as "highly effective," "effective," "developing," or "ineffective." If a teacher's performance is evaluated as "ineffective" or "developing," the supervisor will be required to develop a Teacher Improvement Plan (TIP) in consultation with the teacher, which must consist of: Specific Areas for Improvement; Expected Outcomes; Resources; Responsibilities; Evidence of Achievement; and a Timeline.

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.

Proposed APPR Implementation Timeline at Seymour for 2013-2014

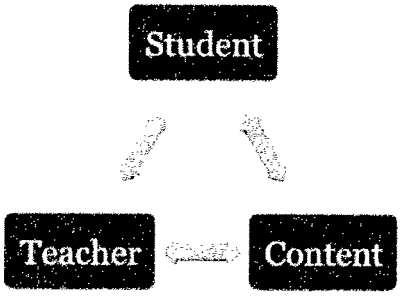
Task	Tenured	Non-Tenured
Exchange Conference	By September 30, 2013	By September 30, 2013
Observation Process Begins	By October 1, 2013	By October 1, 2013
First Observation	By December 7, 2013	By December 7, 2013
Second Observation	By March 1, 2014	By March 1, 2014
Third Observation	N/A	By March 22, 2014
Last Observation	By May 15, 2014	By May 15, 2014

II H. Educational Plan

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

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

The Instructional Core



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

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

Due to chronically poor student achievement results and changing student demographics at the school, Seymour is exploring the option of transitioning from a Spanish dual language program to a 50/50, early exit transitional bilingual program. With this transition, curricular revisions and/or adjustments will be made as needed. However, the curriculum framework, including all Common Core standards, and pacing expectations will remain.

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

English Language Arts The ELA curriculum units provide the sequencing and pacing of Common Core standards-based instruction supported by rigorous text selection, scaffolded teaching points, and regular checks for understanding that guide teachers' daily lesson plans. The

curriculum offers suggestions for instructional strategies and additional resources but is not intended to dictate classroom practice. The Language Arts curriculum units and other ancillary curricular materials and guidance may be found at http://www.scsd.us/Curriculum/ELA. Multiple CCLS-aligned resources are referenced in the curriculum unit maps and are available for teacher use. As the Common Core standards are relatively new to the district, additional aligned resources will be sought. Supplemental resources and instructional guidance, including resources from EngageNY, are provided for teachers at http://www.scsd.us/ Curriculum/ Resources.

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

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

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

At Seymour Dual Language Academy, all teachers are common branch. As such, they have received training and resources in the instructional shifts and will integrate these shifts into the content areas. Elective/special area teachers may participate in Common Core professional learning. Efforts have begun to ensure all elective/special area teachers have Common Core and instructional shifts professional development within the next two years. With the potential shift from dual language to transitional bilingual education, teachers will be provided with the needed professional development to implement the program changes.

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

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

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

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

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

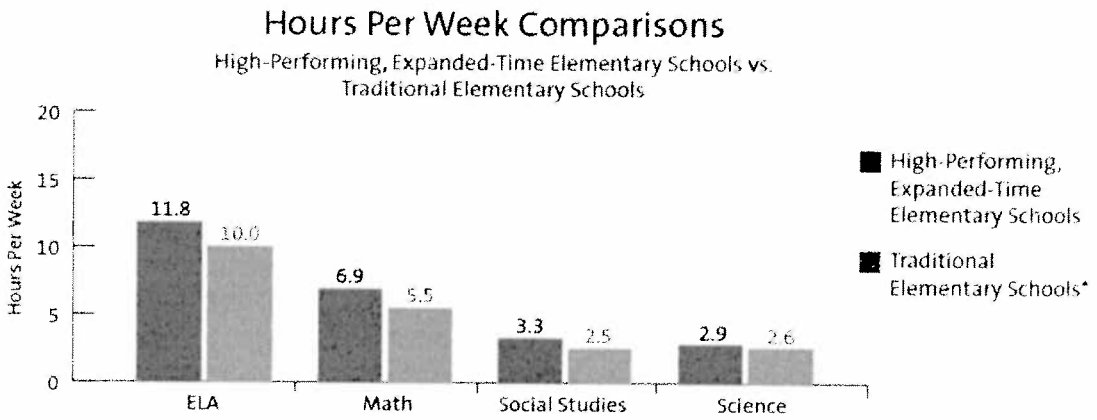
iii. Use of Time. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Describe 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****.*

In 2013-14 and beyond, SCSD is committed to providing one additional hour of Extended Learning Time, delivered by the properly certified teacher of record, for each and every student in Seymour Dual Language Academy. Our Priority schools will not increase their number of days beyond the Board-approved SCSD calendar, but instead will provide the additional hour

each regular school day. Under the turnaround redesign model, Seymour will be led in 2013-14 by a new and dynamic principal, not yet identified, and SCSD intends to support the leader and leadership team in expressing the school's autonomies over use of time during and after school, program selection, and educational partner selection. The chart below offers one example of how ELT at Seymour will be part of an integrated approach to school improvement, based on a thorough analysis of the seminal research conducted by the National Center on Time & Learning (NCTL), "Time Well Spent: Eight Powerful Practices of Successful, Expanded-Time Schools." We expect that Seymour leadership will fully utilize the technical support provided by NCTL to refine the delivery of ELT to meet and exceed the requirements of the Board of Regents: integrating academics with engaging and relevant activities; addressing unique learning needs of all types of students; and including enrichment programs that will improve both academic and social-emotional outcomes.

Sample Elementary School schedule for 7-hour instructional day: 3rd grader at Seymour

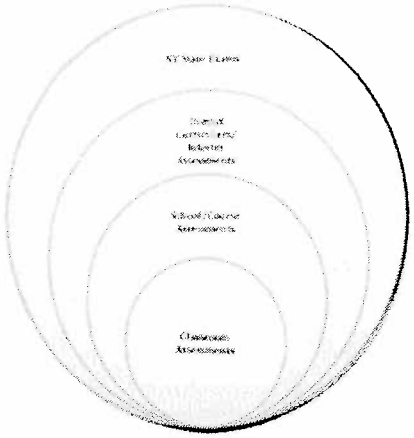
Time	# of minutes	Daily Core Instruction: Optimizing time for student learning	Supplemental Activities: Using time to help students thrive in school and beyond
8:00-8:30	30	Universal breakfast & ELA/Reading Workshop pt I: phonics/word study	*Note:* *While Extended Learning Time for K-5 students will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



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

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

A core component of the SCSD Strategic Plan, and of Seymour's Turnaround Plan, is that of creating shared accountability for learning through the tracking and reporting of student learning and progress. This expectation necessitates the implementation of data-driven instruction at all schools. In Syracuse City Schools, including Seymour, this data-driven system is based upon a purposeful and strategic use of performance data from a "nested" system of standards-driven classroom, school, district, and state level assessments. Seymour, along with other schools in the district's iZone, will be partnering with the Achievement Network (ANet) to build additional internal capacity for data-driven instruction. With mastery of the CCLS (including the Common Core) as the basis for the assessment system, teachers and other instructional staff use formative, interim, and summative assessment results to make instructional and programmatic decisions.



SCSD Assessment System for Data-driven Instruction

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

With the potential shift to transitional bilingual education, additional and/or different language assessment (such as LAS, EDL, etc.) will be purchased for language acquisition and language level mastery.

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

v. *Student Support. 1. Describe the school-wide framework for providing academic, social-emotional, and student support to the whole school population. 2. List the major systems for the identification of students at-risk for academic failure, disengagement/drop-out, and health issues and then present the key interventions chosen to support them. 3. Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner. Student support programs described here should be aligned with Part 100.2 Regulations on implementing Academic Intervention Services.*

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

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

order to match students with the supports, services and enrichment opportunities needed to address identified barriers to success.

The key goals include: *Academic Success* – Teachers and staff regularly review student academic data in order to identify students at-risk of failing; *Social Emotional Success* - Clear behavioral expectations are set for all students and students receive recognition when they meet expectations; *Team Work* - School, family and community partner together to identify children who may struggle in school with behavioral challenges, and identify appropriate supports; and

Effective Interventions – Plans are designed based on the strengths and needs of the youth and family. The plan is monitored regularly to ensure that it is working and to make adjustments when necessary.

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

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

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

The leadership at Seymour Dual Language Academy is committed to providing a safe, orderly, and productive learning environment for all students. Student behavior is based on respect and consideration for the rights of others. Students are expected to conduct themselves at all times in a manner that will contribute to the best interest of the school. Students are expected to:

- Participate fully in the learning process – students should report to school and class on time, attend all regularly scheduled classes, remain in class until excused or dismissed, pay attention to instruction, complete assignments to the best of their ability, and ask for help when needed.
- Avoid behavior that impedes their own or other students' educational achievement – students should know and avoid the behaviors prohibited by the student code of conduct, take care of their books and other instructional materials, and cooperate with adults and peers.

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

We believe that the responsibility for discipline within the classroom lies with the teacher. Faculty members should strive to assist students to attain the goals of self-discipline during the school year. By setting definite, well-defined limitations for acceptable behavior and being consistently firm, yet caring, we are confident that our students can conduct themselves appropriately. Enforcing school and class rules with fairness positively influences the atmosphere and management or control of each classroom.

We will utilize a progressive discipline process whenever discipline is to be imposed including bus misbehavior. Teachers and students will receive training regarding the progressive discipline, which will provide students the opportunity to change their behavior and avoid receiving further consequences for disciplinary infractions. However, the degree of the discipline to be imposed for any violation, including the first time a student commits a disciplinary infraction, will be in proportion to the severity of the violation. When considering the discipline to be imposed, administrators will take into account any and all relevant factors to assure that the appropriate degree of discipline is imposed.

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

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

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

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

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

The District has an active Parent Partnership Network (PPN), staffed by three parent liaisons and a parent advocate. The mission of the PPN is to assist parents, the community and District staff in working collaboratively in the learning process. This is accomplished by providing information to parents and staff members concerning effective communication, home literacy activities and referrals. All schools are supported by PPN to consistently offer opportunities for parents to be partners in their children's education.

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

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

II I. Training, Support, and Professional Development

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

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

In December 2012, the Superintendent, the Chief Academic Officer, the Director of School Reform and the Executive Director of School Turnaround met with the identified Priority Schools' principals to review the four intervention/redesign models, and discuss the SIG grant application requirements and guidance. Individual follow-up meetings were then scheduled with each of the seven Priority Schools identified for participation in the SIG grant. Attendees at the follow-up meetings at Seymour included the school's principal and members of the School Leadership Team, the Chief Academic Officer, the Executive Director of School Turnaround, and the president of the Syracuse Teachers Association. Aspects of each of the four redesign models were reviewed and any input, questions or concerns were raised and discussed. Model selection included a thorough review of trend data, teacher effectiveness data and ratings, and consideration of the impact of the model on the school community. Once a redesign model was selected based on the needs and strengths of the school, the principal met extensively with the SLT to develop and refine Seymour's Turnaround Plan. Staff from the offices of Teaching and Learning, the Office of School Turnaround and Innovation and the Department of Special Programs met extensively with school leadership to assist them in crafting this SIG grant application.

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.

Please see the attached chart for Seymour Dual Language Academy, which includes the planned training, support and professional development events scheduled during the Pre-Implementation period. Included in the last column of the chart is the rationale for each planned event and why it is 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 project narrative, a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

Please see the attached chart for Seymour Dual Language Academy which includes the planned training, support and professional development events scheduled during the Year One implementation period. Included in the last column of the chart is the 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 Executive Director of Turnaround is the point person for the oversight of the iZone schools. Administrative monitoring visits will be regularly conducted at Seymour Dual Language Academy starting in September to assess the effects of the training, support, and professional development provided to the school. The Literacy and Math Instructional Coaches and the Turnaround Coach will provide job-embedded professional development. The coaches will observe each teacher, providing them with ongoing coaching, feedback and support to strengthen their instructional practice and to improve their classroom management and student engagement skills. In addition, classroom observations will be conducted by the principal, assistant principal and/or peer observers. In early December 2013, after every teacher has been observed at least once, the professional development and coaching schedule will be modified as needed to provide targeted support in identified areas. The principal, assistant principal, peer observers and coaches will meet for weekly data meetings to review and analyze student instructional and support data, as well as teacher observations and student interim benchmark data. Based on the classroom observations and data analysis, each teacher will be provided with the necessary support to strengthen any areas that have been identified as needing improvement. Additional job-embedded coaching will be provided and/or teachers will have the opportunity to work with a mentor. Our external partners identified in Section II F.i will be utilized. Teachers will be given common planning time to discuss best practices and share ideas. We are committed to supporting our teachers so they have the training and resources available to them to provide the best possible instruction for our students.

II J. Communication and Stakeholder Involvement/Engagement

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

The Syracuse City School District understands the importance of working with the community which it serves in moving forward with dramatic turnaround of its historically underperforming schools. Furthermore, SCSD firmly believes that the school cannot live apart from the community and is committed to providing timely communication to all stakeholders regarding the SIG plan implementation.

With this being said, Seymour Dual Language Academy (P-5) will utilize a Community Outreach Coordinator who will be responsible across all iZone schools for: overseeing aspects of volunteer participation, special event planning, organization and promotion; public relations development through community education, and involvement and support. Most importantly Seymour Dual Language Academy will utilize the Outreach Coordinator to provide public presentations in both English and Spanish to the Seymour community, district office and support groups and present to potential partners of Seymour Dual Language Academy.

Seymour will inform all stakeholders (including parents, families, the community and business partners) on the status of SIG plan implementation at Seymour. Regular updates will be provided over the three-year award period and will encompass a variety of ways for providing such updates including, but not limited to: parent meetings (PTG), school newsletters (Seymour

Wolves), School Messenger (the SCSD's automated telephone communication system), community and business partner meetings, mailings, postings throughout the building and utilization of the school website. Other informal meetings may also be held in conjunction with PTG meetings or on special event nights whereby parents have been invited to the school. Monthly PTG meetings will be held in the school cafeteria, library media center and or the Seymour Family Center in order to plan upcoming parent/community engagement activities.

Seymour Dual Language Academy will post documents and updates monthly regarding SIG plan implementation on the school's website during the school year to keep the stakeholder groups abreast of the status of SIG plan implementation. Lastly, Seymour will send home written communication to parents that provide information regarding the status of SIG plan implementation via the school's monthly newsletter and using School Messenger more frequently when updates occur.

K. Project Plan and Timeline

i. Describe the goals and key strategies for the pre-implementation; and

ii. Identify the specific, measurable, and time-phased actions/activities

SEYMOUR DUAL LANGUAGE ACADEMY Project Plan and Timeline for Pre-Implementation Period April 1 – August 31, 2013

OVERARCHING GOAL: Prepare Seymour Dual Language Academy for successful launch of turnaround model by September 2013						
Key Strategies						
• Ensure that Seymour is staffed with committed educators trained to effectively open the school and implement turnaround strategies in school year 2013-14						
• Comprehensively align operational and instructional supports provided to Seymour by both external partners and departments of SCSD						
• Proactively engage the school's families and community to understand and support Seymour's turnaround efforts						
Specific Measurable Activities	**Lead Accountable Party**	**April 2013**	**May 2013**	**June 2013**	**July 2013**	**August 2013**
1. **Recruit, interview, and hire outstanding leader, teacher, & coach candidates; complete transfer and opt-in/out process as described in "Pipeline" narrative (D.)**	SCSD Dept. of Personnel/ Talent Management (with support from Cross & Joftus)	X	X			
2. **Leadership development PD for leaders to build capacity/readiness to manage a dramatic change process**	ED of Turnaround (with support from Mass Insight STG)		X	X	X	X
3. **Turnaround school faculty and staff engage in active professional development RE aspects of turnaround school/team culture, instruction, use of data, etc.**	ED of Turnaround, school leaders (support from STG, Association of Middle Level Educators, Project Lead the Way/RIT, Achievement Network)			X	X	X
4. **Teacher leaders are selected by their peers to participate on the Turnaround School Team (TST)**	ED of Turnaround and school leaders				X	
5. **Finalize redesigned school day to maximize impact of Extended Learning Time**	School leaders, TSTs (support from National Center on Time & Learning)			X	X	X
6. **Conduct technology and resources audit; prioritize aligned procurement of goal-aligned CIA materials**	Operations Coordinator, SCSD Accountability Dept.		X	X	X	
7. **Create monitoring/support calendar with differentiated protocols for Seymour data & operational dashboards**	ED of Turnaround, Operations Coordinator		X	X	X	
8. **Structure opportunities for all coaches and trainers (math, ELA, turnaround, etc.) to align strategies**	ED of Turnaround in coordination with SCSD Office of Teaching and Learning			X	X	X
9. **Refine key messages and answers to FAQs about turnaround at Seymour; prepare written materials and host info sessions at the school and other venues**	ED of Turnaround, school leaders, Outreach Coordinator (w/STG support)	X	X	X		
10. **Conduct meet-and-greets, neighborhood walks, etc. for families to interact with new leadership and staff**	School leaders, TST, Outreach Coordinator				X	X

II K. Project Plan and Timeline

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

The academic and leading indicators for the year-one implementation period are included in Attachment B, School-level Baseline Data and Target-Setting Chart. To achieve the overarching goal of becoming a "School in Good Standing" before the end of the three-year project period, Seymour Dual Language Academy has set the following target **goals** for the year-one implementation period:

- Implement all aspects of the proposed redesign plan with fidelity;
- Recruit and place confident and capable school leaders and a Turnaround School Team that is oriented to and equipped for continuous improvement and student success;
- Establish a sustainable process for school operational and student performance analysis;
- Build a school culture and environment that is based on high expectations, respect, and co-accountability for performance;
- Increase the rate at which students are taught by "effective" and "highly effective" teachers;
- Foster an informed and engaged school community in which families and neighborhood partners express positive perceptions of the school's redesign efforts; and
- Realize dramatic improvements in leading and academic indicators.

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

- providing intensive and expanded coaching and continuous professional development on effective turnaround strategies for school leadership;
- evaluating leaders and teachers and holding them accountable for results;
- implementing a rigorous screening and hiring process to ensure staff quality;
- extending instructional learning time for all students;
- implementing a sustainable data analysis and review process that will enable school teams to assess student performance;
- establishing positive and proactive lines of communication with families and community partners;
- providing systemic, job-embedded instructional support to faculty in core content areas, DDI, PBIS, classroom climate, student engagement, and CCSS-aligned curriculum;
- monitoring and tracking leading indicators early and often; and
- making rapid and dramatic adjustments when leading indicators signal that school turnaround is not on track.

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.

As we begin the implementation of the proposed whole-school redesign plan, we will look for a number of "early wins" that will serve as initial indicators of successful SIG plan implementation. For example, we expect to see the school principal take specific turnaround actions, including focusing on a limited set of high-priority, short-term goals. S/he will signal the

magnitude and urgency of the need for dramatic change, and will discard failed rules and routines while deploying new tactics for early and dramatic success.

We will also look for significant change in existing school staff. We expect to see the release or redeployment of staff not fully committed to the turnaround plan, and the hiring or placement of new staff to the school who can help to organize and drive change. We will look for evidence of growing stakeholder support for turnaround initiatives, school and community investment in what works, and a willingness to let go of failed tactics and initiatives. The principal and leadership team will candidly and honestly report on early results and share them in open-air sessions.

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.*

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

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

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

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

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

During the summer months, the principal and the School Turnaround Teams will further analyze this data and develop strategies to address areas that are not on track for success to be implemented at the start of the following school year. The Executive Director of Turnaround will report this data to the New York State Education Department on a yearly basis.

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

In year two, Seymour Elementary School will focus on achieving the following **goals**:
- Modify the redesign plan as necessary in response to leading indicators
- Maintain and enhance support for and commitment to the redesign plan
- Ensure that the principal and Turnaround School Team are working effectively to achieve turnaround results
- Ensure that *all* students are taught by "effective" and "highly effective" teachers
- Realize dramatic improvements in leading and academic indicators

Seymour will utilize the following **key strategies** to realize interim targets and achieve success in years two and three:
- evaluating leaders and teachers and holding them accountable for results;
- monitoring and adjusting the instructional schedule to ensure maximized results;
- monitoring operations and responding effectively to deficiencies;
- reexamining assumptions and making rapid and dramatic adjustments if leading indicators signal that school turnaround is not on track;
- significantly enhancing and expanding efforts that have a positive impact on leading indicators;
- providing continued and intensified job-embedded professional development and support in targeted areas; and
- adjusting the monitoring and tracking of leading indicators according to results.

By the end of year three, Seymour will have achieved the overarching goal of becoming a "School in Good Standing."

Supporting Labor-Management Documentation

Board Resolution
Memorandum of Understanding
Sample Election-to-Work Agreement

Syracuse City
School District

SYRACUSE CITY SCHOOL DISTRICT
BOARD OF EDUCATION
SYRACUSE, NEW YORK

RESOLUTION

Authorization to Enter into Memoranda of Understanding

Whereas: the following seven schools, Bellevue, Danforth, Frazer, Porter, Seymour, Van Duyn, and Westside Academy at Blodgett, have been named as priority schools by the New York State Education Department; and,

Whereas: the Syracuse City School District must implement whole school redesign with fidelity in these seven priority schools in the 2013-2014 school year; and,

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

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

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

Dated: January 23, 2013

I hereby certify that the attached is a true copy of Resolution Authorization to Enter Into Memoranda of Understanding adopted by the Board of Education of the Syracuse City School District of the City of Syracuse, New York, at a Special Meeting on January 23, 2013 on a vote of 5 Yes, 0 No.

Eileen Steinhardt
District Clerk
Board of Education, Syracuse City School District

January 24, 2013
Date of Certification

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

INNOVATION ZONE SCHOOLS AGREEMENT
January 24, 2013

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

   All iZone schools have been identified as "Priority" schools by the New York State Education Department (NYSED) and will be required by NYSED to begin implementation of a "Whole School Reform Model" in school year 2013-14. SCSD is required to commit each school to one of the following options:
   - The federal "Turnaround" model
   - The federal "Restart" model
   - The federal "Closure" model
   - The federal "Transformation" model (option limited to a maximum of two of the seven schools)
   - A three-year plan that provides for the redesign of a school by implementation of the turnaround principles as listed below

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

2. **Scope:** There will be established 7 (seven) Innovation Schools as part of the iZone School Agreement: Bellevue, Frazer, Porter, Seymour, Danforth, Van Duyn, and Westside Academy at Blodgett.

   Planning and transitional implementation will commence upon signing of this agreement (MOU), with full implementation to take place during school year 2013-14. This timeline will allow iZone school leaders and staff to meet the needs of students, as well as to fulfill the requirements of NYSED's Whole School Reform Model.

3. **Status of SCSD Employees Who Work in iZone Schools:** All STA bargaining unit members who elect to work in iZone schools shall maintain their full status as members of the STA bargaining unit and as employees of SCSD.

    a. These employees shall receive, at a minimum, the salary and all health and welfare benefits set forth in the negotiated Collective Bargaining Agreement ("CBA") between SCSD and STA.
    b. These employees shall continue to be subject to the rights, protections, obligations and duties applicable to certified employees under the New York State Code, including but not limited to, the membership in the State Teachers Retirement System. These employees shall continue to accrue seniority in the system.
    c. These employees shall continue to attain and maintain "status and classification" as set forth in the New York State Education Law (e.g., probationary, tenured, long-term substitute, etc.)

4. **District-Wide Transfer List:** Due to the urgent nature of the challenge facing the District and in a good faith effort to allow an adequate amount of time to staff the iZone schools with personnel that meet the needs of each school, the parties agree to modify Article 10,G-H, of the CBA for the 2012-13 school year only.

5. **Opt-Out Process**
    a. Any current teachers at iZone schools must inform the district by March 15, 2013 if they are opting out of continuing to teach at the school under the terms of this Agreement. Those teachers electing to opt out of the school will be placed on the District's transfer list. The deadline for submitting a transfer request will be extended to accommodate this process.
    b. If they opt out, teachers will be transferred to another school in the District for school year 2013-14 (using the current transfer process).
    c. Teachers opting out of an iZone school cannot be re-hired by their current school; if applying to another iZone school they will need to complete that school's hiring process used for teachers from other district schools.
    d. For any teachers considering opt-out from any of these seven schools, who were eligible for retirement under the 2012-13 retirement incentive but did not previously file, the District retirement incentive program will be extended.

6. **Opt-In Process**
    a. Teachers from current non-iZone schools may notify the district, via placement on the district transfer list, that they would like to be considered for a position in an iZone school. The deadline for submitting a transfer request will be extended to accommodate this process.
    b. Currently staffed teachers who wish to remain in iZone schools implementing the Transformation model must complete the iZone Election to Work Agreement (EWA, per section 8 below). Teachers who wish to remain in schools implementing the Turnaround model must submit their intent to re-apply for their position by March 15, 2013, then participate in the process outlined in Section 7 below.

7. **Process for Deciding Which Staff are Eligible to Remain in iZone Schools implementing the Turnaround model**

    Part I: Data Review
    a. Principals or Executive Directors (if the principal has not yet been hired for the school) will review the following data for current Turnaround school teachers:
        - Multiple principal observations of teachers (completed during school years 2011-12 and/or 2012-13)
        - Portfolio of materials, including lesson plans and student work samples
        - *For 3-8 grade ELA and Math teachers only:* Prior year state test data (use 2011-2012 test data for 2012-2013 determinations)
    b. Rubrics will be created—aligned to the district's teaching and learning and Danielson frameworks—that set a minimum threshold for teachers who are eligible to remain in Turnaround schools.
    c. For the 2013-14 school year, no teacher with an 'ineffective' rating based upon his/her 2011-12 APPR composite HEDI rating (Persistently Lowest Performing Schools, only) may be considered for placement in an iZone school.

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

Part II: Interview

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

8. **Staffing:** After the initial opt-out transfer process described in Section 5, all remaining and future open positions at each iZone school shall be staffed by a process of mutual consent whereby the principal and candidate mutually agree to the job placement.
Assignment of each staff member at iZone schools is on a year-to-year basis (there is no job security at the site, but staff retain seniority and transfer rights within SCSD). The staffing plan is based on student needs and staff must be hired and retained to support the vision and mission of the school.
   a. In the 2013-14 school year and for the remainder of the term of this MOU, all staff must commit to the obligations of the iZone Election to Work Agreement (EWA), including approved Addenda to the EWA drafted by any individual iZone school's Turnaround School Team (see Section 10.c., below)
   b. Staff at an iZone school who do not follow the EWA can be required to transfer. Staff who elect to transfer because they do not want to be part of the Innovation School, or those who are asked to transfer when a position is converted or eliminated to support the school's vision and mission, retain the same transfer rights as any other staff in SCSD. Should the principal determine that a staff member does not fulfill the obligations of the EWA, the principal may recommend an administrative transfer to the Executive Director (ED) of Turnaround. Staff may appeal the principal's decision to the iZone Advisory Council (see Section 11, below). However, the decision of the Superintendent shall be final.
   c. When leadership vacancies arise in iZone schools, the Turnaround School Teams will play a role in interviewing Innovation School principals and will make recommendations to the ED of Turnaround, who makes the final recommendation to the Superintendent. The Superintendent is responsible for hiring principals. By majority vote, the iZone Advisory Council may appeal the principal selections recommended by the ED of Turnaround; the final authority is with the Superintendent. All principals will be evaluated by SCSD.

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

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

   a. As expressly set forth below, certain provisions of the SCSD-STA Collective Bargaining Agreement shall remain in full force and effect at all times during this MOU. In addition to those referred to in Section 3a. above, the following provisions of the CBA, however, cannot be waived or in any way modified, and shall continue to apply with full force to unit members who work in iZone schools:
      - Definitions (Article 1, a, c-r, and t)
      - Recognition (Article 2)
      - Salary Schedule (Article 3)
      - Salary Administration (Article 4)
      - Lunch and Playground Program (Article 5 d)
      - Rights and Responsibilities (Article 6, c, f-h)
      - Induction Programs (Article 8 a, b)
      - Employment (Article 9,e)- CAVEAT: while assigned to iZone Schools, all regular and long-term substitutes are subject to the Articles and Sections set forth in this MOU.
      - Assignments and Transfers (Article 10,a,d, e, f, g, I, j)

- Vacancies (Article 11)
- Leaves (Articles 15, 16)
- Fringe Benefits (Article 18)
- Building Facilities (Article 20)
- Association and Board Rights (Article 22, f-i, k-l)
- Teacher-Administrator Liaison (Article 23)
- Use of School Facilities (Article 24)
- Dues Deduction (Article 25)
- Miscellaneous (Article 27)
- Duration (Article 28)

b. The foregoing Articles or sections of Articles shall continue to be subject to the Grievance provisions of the Unit 1 CBA. All other matters shall not be subject to the contractual Grievance provisions and, instead, are subject to review, etc. exclusively through the Internal Appeals Process set forth below.

c. The provisions of this Innovation Zone Schools Agreement are not intended to narrow or expand the rights of SCSD or of STA to be less or greater than that provided by law, except as specifically set forth in this MOU. If there is a conflict between a specific provision of this MOU and legal requirements, all other non-conflicting sections of this MOU shall remain in full force and effect.

10. <u>Working Conditions In Each Innovation Zone School:</u>

a. The matters set forth below shall be reduced to writing in an Election to Work Agreement (EWA) that shall be provided to each Innovation Zone school teacher at the inception of his/her employment at the iZone school and no later than April 15 annually thereafter. All employees are required to sign such document as a condition of working or continuing to work at the iZone School. In the 2014-15 school year and annually for the remainder of the terms of this Agreement, the EWA shall include the following information:
   i. The length of the instructional day, school day, and workday.
   ii. The length of the instructional year and work year and school calendars.
   iii. The amount of time an employee is required to render service, including but not limited to participation in professional development activities, beyond the instructional/school/work year or day set forth in this Agreement.
   iv. Any additional required duty time, such as during summers, school breaks, etc.
   v. Elementary planning in the amount of 200 minutes of planning time every (5) days.
   vi. Secondary planning in the amount of 240 minutes of planning time every (5) days.

b. In the 2013-14 school year, all employees of Innovation Zone schools will be expected to sign and adhere to the provisions of the "EWA for Cohort 1 Innovation Schools," attached as Appendix A to this document. The EWA will confirm to all signatories that, during the 2013-14 school year, iZone teachers will receive a stipend of $6000 in compensation for the following additional work hours: one hour daily of instructional time with students, and the equivalent of one half-hour daily for common planning time and/or other components of the school's professional learning community.

c. For the 2014-15 school year and annually for the remainder of the terms of this Agreement, a differentiated Addendum to the Innovation Zone EWA may be drafted at each school site by the principals and Turnaround School Teams and will be subject to approval by the Innovation Zone Advisory Council.

d. The EWA will confirm to all signatories that, during the 2013-14 school year, iZone teachers will be expected to attend and actively engage in fourteen six-hour days of professional development (plus one hour for lunch), ten days of which is anticipated to be delivered prior to the opening day of school in September 2013. Summer professional development will be paid at the hourly rate for summer training, and professional development during the school year will be paid at the hourly rate for the school year.

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

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

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

h. The Turnaround School Team at each iZone school will consist of no more than thirteen members, with one teacher appointed by the principal, five teachers elected by their colleague teachers, one teaching

assistant elected by his/her colleague TAs, the school's Say Yes school support specialist, one representative of the local community, as well as the school's principal and a vice-principal. The remaining two members must be parents or family members of current students at the iZone school, one to be chosen by the principal and one to be chosen by sitting members of the Turnaround School Team. The principal holds the tie-breaking vote.

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

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

Responsibilities of the iZone Advisory Council include: deciding appeals of iZone principals' recommendations to remove staff as put forth in section 8.b., review of EWAs and school-level addenda as put forth in section 10.c, and conducting regular meetings with the Executive Director of Turnaround and/or the Chief Transformation Officer of SCSD to review progress of iZone schools relative to performance goals. In school year 2013-14, the iZone Advisory Council will convene initially during the month of July, then once again during each month of September, October, November, and December, then again during the months of February, April, and June.

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

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

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

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

The steps of this IAP are as follows:

a. **The complaint shall be presented in writing to the Innovation Zone school principal.**
b. **First meeting between the iZone school staff member and school principal:** Within five days after receipt of written complaint, a meeting shall be conducted between the principal and staff member to discuss the matter and attempt in good faith to resolve it.
c. **Second meeting with Turnaround School Team:** If the complaint is not resolved at the first meeting, within five days the iZone school staff member may request (in writing) a second meeting with the Turnaround School Team. Within fifteen days, the Turnaround School Team will meet with the staff member to review the relevant facts and circumstances of the complaint. The Turnaround School Team will issue a written decision to the staff member within 15 days.
d. **Third/final meeting with iZone Appeals Committee:** If the complaint is not resolved by meeting with the Turnaround School Team, the iZone school staff member may request (in writing) a final meeting

with the iZone Appeals Committee, which will consist of one member selected by the Superintendent, one member selected by STA, and one member jointly agreed upon by both. The Appeals Committee will convene as needed when it determines that a complaint is worthy of review; the Committee is not required to hear all complaints submitted if it determines by majority that the decision of the Turnaround School Team may stand. The decisions of the iZone Appeals Committee are final and not subject to further appeal.

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

14. <u>Duration of MOU:</u>

a. This MOU shall take effect immediately upon approval by the District and STA and shall remain in effect through June 30, 2016

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

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

GLOSSARY OF TERMS

EWA/ Election-to-Work Agreement	Document signed by teachers/staff agreeing to work under flexible conditions at an Innovation Zone school. For 2013-14, the EWA attached as Appendix A applies to all iZone school employees; differentiated school-specific Addenda may be drafted by Turnaround School Teams and reviewed by the Innovation Zone Advisory Council
IAP/ Internal Appeals Process	The sequence of communications, outlined in Section 13 of this document (the MOU), which outlines how STA members may address and resolve complaints regarding working conditions at iZone schools
Innovation Zone (iZone) Advisory Council	External governance structure for iZone schools, consisting of both internal and external stakeholders, as outlined in section 11 of this document (the MOU)
Innovation Zone (iZone) Appeals Committee	Final authority regarding complaints brought through the IAP, as outlined in Section 13 of this document (the MOU)
MOU/ Memorandum of Understanding	This document, which puts forth terms of agreement between the Syracuse City School District and the Syracuse Teachers Association, with the hope to improve dramatically the educational learning environment and thereby improve student performance in schools designated as Innovation Zone schools
OSTI/Office of School Transformation and Innovation	A newly structured office/department of the Syracuse City School District, designed to report to a Chief Transformation Officer, which will support the iZone schools and monitor their performance
Turnaround School Team (TST)	Internal governance structure for iZone schools, consisting of the school principal and other members as outlined in section 10 of this document (the MOU). The Turnaround School Team drafts school-specific Addenda to EWAs, hears complaints brought through the IAP, and contributes to key leadership decisions on the school level

For the STA:

Kevin Ahern
STA President

Dated: 1/25/13

For the SCSD:

Sharon L. Contreras
Superintendent

Dated: 1/25/13

Syracuse City School District

ELECTION TO WORK AGREEMENT:
Cohort 1 Innovation Schools

The following Election to Work Agreement is the product of collaboration between the Syracuse City School District (SCSD) and Syracuse Teachers Association (STA). Faculty in Cohort 1 Innovation Schools must review and sign this agreement to recommit to their current schools OR voluntarily transfer into Innovation Schools, thus demonstrating their dedication to the school transformation process.

1. Introduction and Commitment

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

Commitment Statement:

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

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

Innovation Zone Overview:

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

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

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

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

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

While not attempting to be exhaustive, this Election to Work Agreement highlights the important terms and conditions specific to the Cohort 1 Innovation Schools. Other terms regarding working conditions will be determined by _____ Innovation School and _____ Innovation School's Turnaround School Team.

2. Professional Learning Community

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

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

3. Flexible Scheduling and Extended Learning Time

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

4. Teaching Assignments

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

5. Responsibilities and Expectations

Curriculum, Instruction, and Assessment:

Teachers are expected to...

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

Student Supports:

Teachers are expected to...

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

Family and Community Engagement:

Teachers are expected to...

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

6. Grievance Procedure

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

_____

Syracuse City School District

7. Excessing

I understand that I may unilaterally excess myself from _____ **Innovation School** at the end of the work year. Faculty work in Innovation Schools on a voluntary basis and may excess themselves at the end of the school year. Faculty will be asked to inform the principal of this decision verbally by _____2013 and in writing by _____2013. SCSD employees who do not return to the Innovation Schools, either for personal reasons or because the Innovation Zone vision is not in alignment with their personal teaching philosophies or practices, shall be ensured the right to transfer to another SCSD school.

8. Authentication/Authorization:

By signing this document, I acknowledge that I have read all of the provisions of this Election to Work Agreement and that I agree to the terms and conditions outlined herein throughout my employment at _____ **Innovation School** during school year 2013-2014.

To be completed by the faculty member:

Faculty name (print): _____

Faculty signature: _____

Date: _____

By signing this document, I acknowledge that I have read all of the provisions of this Election to Work Agreement and that I commit to honoring the terms and conditions outlined herein at _____ **Innovation School** throughout school year 2013-14.

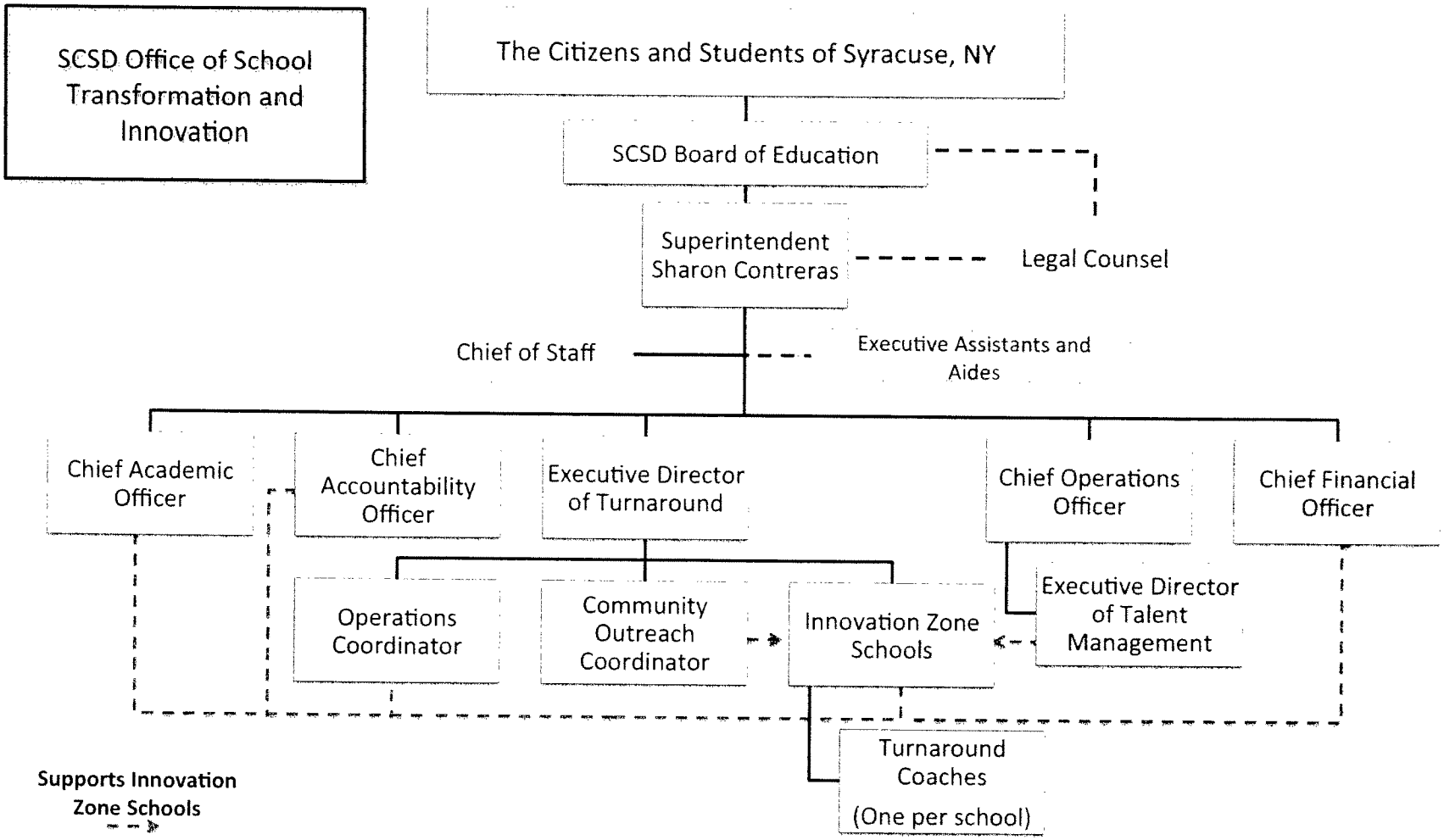
To be completed by the school principal:

Principal name (print): _____

Principal signature: _____

Date: _____

District Organizational Chart


SCSD Office of School Transformation and Innovation
The Citizens and Students of Syracuse, NY
SCSD Board of Education
Superintendent Sharon Contreras
Legal Counsel
Chief of Staff
Executive Assistants and Aides
Chief Academic Officer
Chief Accountability Officer
Executive Director of Turnaround
Chief Operations Officer
Chief Financial Officer
Operations Coordinator
Community Outreach Coordinator
Innovation Zone Schools
Executive Director of Talent Management
Turnaround Coaches
(One per school)
Supports Innovation Zone Schools

District-Level Professional Development Plan

Syracuse City School District Offered Trainings to Build Leader and Teacher Capacity
Pre-implementation Period and Year 1 Implementation Period

District-wide Leadership Training for iZone Cluster Schools
Pre-implementation Period: April 1, 2013 – August 31, 2013

Schedule	Planned Training, Support and Professional Development	Agent/ Organization Responsible for Delivery	Desired Measurable Outcomes	Method of Analyzing and Reporting Outcomes	Rationale
Pre-implementation (April - August 2013)	**iZone Leadership Seminars: Developing an Improvement Mindset** This seminar series is designed to lay the foundation for dramatic school turnaround with the leaders of each of the iZone schools by reorganizing and refocusing the school service to better serve students. The purpose of the training will be to identify and/or codify the mindsets needed in order to change student outcomes, focusing on approach to school governance, culture, climate, and expectations. Attendees will gain skills on effective ways to create, manage and maintain an improvement mindset with their staffs and school communities.	Office of the Executive Director of Turnaround and Office of Teaching and Learning	• 100% of iZone leadership complete self-assessment; 85% of leadership self-assess as having a growth or turnaround mindsets by the end of seminar series • School leadership refine staffing plan/ teaching assignments for start of 2013-2014 school year • School leadership will write and articulate "Paradigm Shift" statements regarding school improvement mindsets • Growth in school leadership teams' abilities to effectively lead and manage turnaround in the 2013-2014 school year	• Self-Assessment/Rubric created to identify stages of development in school turnaround mindsets of iZone leadership • OSTI will administer improvement mindset pre- and post-assessments to compare April 2013 and August 2013 results • OSTI reviews, provides feedback, and sign off on principal's staffing/ assignment plans based on alignment and fidelity to school goals • OSTI and iZone leadership personnel will provide analyses and written and verbal feedback of "Paradigm Shift" statements	The seminar series is imperative to establishing the necessary foundation for successful turnaround to be achieved by iZone leadership. The foundation will be rooted in leadership's ability to set and manage change and create a culture of high expectations for students – subject areas that are thoroughly reviewed in the "Developing an Improvement Mindset" professional development module.
Pre-implementation (June 2013)	**School Turnaround Leaders – Harvard University** This professional development is designed for district and school leaders looking to develop or advance their practice and develop strategies for successfully turning	Harvard University Graduate School of Education	• Each iZone school leadership team works collaboratively to articulate theory of action, refine mission and vision • School leadership teams	• OSTI analyzes work products for alignment to school goals and implementation timeline • OSTI conducts follow-up conversations to ensure alignment and coordination	The professional development series conducted by Harvard University is a proven methodology for creating tailored and personalized strategies

	around underperforming schools. Attendees will be able to understand how to use an accelerated timeline to create learning environments that support high levels of achievement for all students.		develop action plans to concretize key strategies for school turnaround to be utilized in their schools		based on real-world experiences nationwide for schools and fulfills an unmet need and competency for the iZone leadership.
Summer 2013	**Developing a Strong Data Leadership Team** This professional development is designed to communicate the purpose of a data leadership team. The particular skills and responsibilities of each team member will be outlined. Models of successful data leadership teams will be shared. School leaders and instructional coaches will select the best data leadership teams for their schools.	Achievement Network, Office of Teaching and Learning , Office of Shared Accountability, and Instructional Leadership Team	• Strong data leadership teams will be formed for each iZone school.	• Leaders and teachers build effective data-use routines allowing teachers to regularly review student data and adjust their instruction to better address the needs of students • Schedules and minutes of data meetings • Data analysis protocols	Establishing strong data leadership teams will allow the use of data to drive instruction and result in improved student achievement
Pre-Implementation (June 2013)	**iZone Leadership Base Camp** iZone Leadership Base Camp is designed to address the *why* of school turnaround and school improvement. During Part 1 of this three-part leadership series, school leadership will explore three professional development modules that address school improvement, analyzing data, and analyzing root causes to improve student achievement and organizational effectiveness. Aimed at ensuring that leaders develop clear understanding the current state of iZone schools, this session will allow attendees to discuss each school's specific current landscape and data, and will establish a baseline for school improvement.	Office of the Executive Director of Turnaround, Office of Teaching and Learning, and Office of PD	• School leaders will create data portraits of their schools and present comprehensive data reports to their staff members • Each leadership team will create three SMART goals based on evidence from root cause analyses, to present at Midway leadership training in July • School leaders will lead their Turnaround School Teams through the "5-Whys" process and the "Fishbone" exercise regarding root causes	• Observation, analyses, and feedback of leadership teams' presentations by OSTI and the ED of Turnaround for accuracy of content, quality of delivery and staff response to data • Principals will be evaluated using a performance checklist on the "Fishbone" exercise and evaluated on the "5 Whys" process	Base Camp is the first of a three module series that is intended to develop iZone leadership in focused areas crucial to creating and leading a successful turnaround school. The first series focuses on current state analysis, goal setting, and turnaround plan development - providing a much needed analysis on where schools are and where they strive to be.

July 2013	**Scheduling Time for DDI** This training is designed to communicate the importance of allocating time for data driven best practices. The particular components of a data cycle will be outlined. Examples of best practices regarding scheduling time will be shared. Data cycle dates that are best for your school will be selected.	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	• Data meetings will be scheduled for the upcoming school year and school leaders will select the data cycle dates for their school	• Schedules and minutes of data meetings	Allocating the appropriate amount of time for DDI review will result in improved teacher practices and increase student achievement
Pre-Implementation (July 2013)	**iZone Leadership Midway Training Session** -iZone Leadership Midway Training Session is designed to revisit concepts and skills learned during base camp and to assess the progress of school leadership in utilizing a turnaround framework in their respective school rethinking processes. Midway training will follow July iZone Teacher Institute and will allow school leadership to debrief and change course as needed. This session also serves to refocus school priorities on school improvement and successful implementation of turnaround with guidance from Turnaround personnel and strategists, and to share ideas and best practices.	Office of the Executive Director of Turnaround, Office of Teaching and Learning and Office of PD	• Each school's leadership team will develop a monthly meeting schedule and establish meeting norms for the 2013-2014 year • Each school's team will refine plans and prepare materials for the August iZone Teacher Institute	• OSTI will independently review and approve each school team's meeting norms and 2013-14 schedule • Teams will deliver presentations to OSTI and peers for collegial vetting of plans for August iZone Teacher Institute	Midway Training is the second of a three module series that is intended to develop iZone leadership in focused areas crucial to creating and leading a successful turnaround school. The second series is a tactical and strategic session, collectively analyzing the turnaround plans and strategies employed by each school.
Summer 2013	**Pearson Implementation: Administrators' Leadership Support** Pearson's goal is to provide administrator training to build their capacity as instructional leaders by offering 2 author-led training sessions and roundtable discussions around literacy, math, RTI, and ELL instruction.	Pearson project manager and Office of Teaching and Learning	• Increased content knowledge as measured by post-training feedback forms	• Post-training feedback forms completed by participants	Building administrators' content knowledge in literacy and math will increase their capacity to serve as instructional leaders.
Summer 2013	**Pearson Implementation: Coach**	Pearson project	• Coaches deepen their	• Post-training feedback forms	Instructional coaches

	Cadre Training Pearson would frontload training for District Literacy and Math Instructional Coaches to prepare them for implementation in the fall of 2013. Training would focus on both the core and intervention programs.	manager and Pearson consultants and Office of Teaching and Learning	understanding of the pedagogy and structure of each respective Literacy/Math program	completed by participants	need to be trained ahead of and along with their teachers in order to provide ongoing coaching support at each building.
Pre-Implementation (August 2013)	**iZone Leadership Summit** iZone Leadership Summit is the culminating event of the three-part summer leadership series, intended to empower iZone principals to lead a successful launch of the turnaround school year. Summit modules will focus on how leadership will model and concretize a positive, consistent, and "better-seeking" culture for all staff through August Teacher Institute and the opening week/s of school year 2013-14.	Office of the Executive Director of Turnaround and Office of Teaching and Learning	• Leadership team will prepare detailed plans for all-school routines, procedures, and activities for week one and beyond • Team members will coordinate "responsibility checklists" to ensure all issues have been proactively addressed • Teams revisit concepts of better-seeking culture, school level problem-solving and trans-formational leadership	• OSTI collects post-assessment data RE overall leadership PD series and sees strong positive growth results • Work products score at or above 85% on "readiness rubric" for First Days of School • Each school team shares "dry run" culminating presentation of plans for First Days of School	Summit Training is the third of a three module series that is intended to develop iZone leadership in focused areas crucial to creating and leading a successful turnaround school. The third series is the final deep dive into the turnaround plans by school, focusing on successful school kick-off and setting practices to change school culture.
District-wide Leadership Training for all Syracuse City School District Instructional Leaders **Pre-implementation Period: April 1, 2013 – August 31, 2013**					
Schedule	**Planned Training, Support and Professional Development**	**Agent/ Organization Responsible for Delivery**	**Desired Measurable Outcomes**	**Method of Analyzing and Reporting Outcomes**	**Rationale**
Monthly 4 hour session from April 1, 2013 – August 31, 2013	**The Common Core Standards** are the foundation of the district's academically rigorous curriculum enactment of a structured instructional rounds protocol in supporting successful implementation of the curriculum Leadership in CCLS and DDI	Denise Collier – Education Consultant SCSD CAO Content Supervisors	• Leadership will develop a theory of action in collaboration with SLT in the Core Areas of instruction and for ELL and students with disabilities.	• Report of Instructional Rounds	Building Administrator's knowledge in CCLS will increase their capacity to serve as instructional leaders

Monthly 4 hour session from April 1, 2013 – August 31, 2013	**APPR- Evaluator Calibration Review-** Evaluators review teaching videos and artifacts and apply rubric through a facilitated conversation	Insight Education Group SCSD Director of PD	• Evaluators will consistently collect evidence and apply to rubric with 100% accuracy	• Analyzing trends from observation scores to determine components that need further training	Administrators ability to consistently identify effective and highly effective practices will lead to consistent practice to all learners
Monthly 3 hour session from April 1, 2013 – August 31, 2013	**Lead Evaluators receives technical support** in the use of Teachscape platform for evaluation, monitoring individualized professional development of staff and facilitating professional learning communities	Teachscape SCSD COO SCSD Director of PD	• Evaluators will process, plan observations , collect evidence and provide feedback to 100 % of teaching staff by all observation deadlines as outlined in SCSD APPR plan	• Monthly report and weekly conference call with Teachscape district liaison	Administrators will establish a culture of learning, growth, positive behavior and high expectations
Summer 2013	**Administrators' and Coach STEM Leadership Training** This will provide administrators and STEM coaches training to build their capacity as instructional leaders around community based learning, STEM instruction and 21st century skills.	School Turnaround Group Mass Insight Education Support from: • RIT / PLTW • Executive Director of School Turnaround • CAO Additional consultants as needed	• Increased content knowledge as measured by post-training assessment • Increase understanding of STEM and 21st century learning as measured by post-training lesson plan	• Post-training feedback forms completed by participants • Post-training assessment data completed by participants • Post-training STEM lesson plans	Building administrators and coach's content knowledge in STEM literacy and in STEM lesson design will increase their capacity to serve as instructional leaders.
Monthly 2 hour meeting from April 1, 2013 – August 31, 2013	**School Governance and Leadership**	Executive Directors	• Evaluators receive effective and /or highly effective rating.	• Executive Directors collect evidence artifact using the SCSD Teaching and Learning Leader	Administrators will establish and implement a shared vision for success, while building and maintaining a climate of accountability for learning. Additionally, Administrators will create professional learning communities that will use data to identify areas of need

					of improvement
District-wide Leadership Training for iZone Cluster Schools Implementation Period: September 1, 2013 – August 31, 2014					
Schedule	**Planned Training, Support and Professional Development**	**Agent/ Organization Responsible for Delivery**	**Desired Measurable Outcomes**	**Method of Analyzing and Reporting Outcomes**	**Rationale**
Monthly: September 2013 – August 2014	**iZone Leadership Seminars: Developing and Maintaining an Improvement Mindset** This seminar series is designed to lay the foundation for dramatic school turnaround with new and returning leaders of each of the iZone schools by reorganizing and refocusing the school service to better serve students. The purpose of the training will be to identify and/or codify the mindsets needed in order to change student outcomes, focusing on approach to school governance, culture, climate, and expectations. Attendees will gain skills on effective ways to create, manage and maintain an improvement mindset with their staffs and school communities.	Office of the Executive Director of Turnaround and Office of Teaching and Learning	• 100% of iZone leadership complete self-assessment; 85% of leadership self-assess as having a growth or turnaround mindset by the end of seminar series • School leadership refine staffing plan/ teaching assignments for start of 2014-2015 school year • School leadership will write and articulate "Paradigm Shift" statements regarding school improvement mindsets • Growth in school leadership teams' abilities to effectively lead and manage turnaround in the 2014-2015 school year	• Self-Assessment/Rubric created to identify stages of development in school turnaround mindsets of iZone leadership • OSTI will administer improvement mindset pre- and post-assessments to compare April 2014 and August 2014 results • OSTI reviews, provides feedback, and sign off on principal's staffing/ assignment plans based on alignment and fidelity to school goals • OSTI and iZone leadership personnel will provide analyses and written and verbal feedback of "Paradigm Shift" statements	The seminar series is imperative to maintaining the necessary foundation for successful turnaround to be achieved by iZone leadership by continuing to change the culture and mindset to one that focusing on continuous improvement year round. A strong turnaround foundation is rooted in leadership's ability to set and manage change and create a culture of high expectations for students.
August or Sept 2013	**Goal Setting for DDI** – This training is designed to coach the school leadership team on setting meaningful goals at the school and student levels aligned to SCSD goals. Set aligned goals for growth in teacher practice, to support performance.	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	• Set achievement and practice objectives and milestones for school	• Outcomes of NYSED assessment tests and school internal reporting (ex: discipline referrals, suspensions etc.) • State Report Card data • School-based DDI reports • Teacher observation reports	By setting a meaningful achievement and practice objectives benchmarks, this allows schools to adjust training and practice to meet in-year milestones and yearly

					objectives
August or Sept 2013	**Leader Orientation** – This training is designed to coach school leadership teams on how to develop teachers using a backwards planning from standards protocol and how to use existing common planning time effectively.	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	• Achievement goals through "backwards" planning will be established over the 3 year period of the redesign plan	• ANet real-time reports • School-based DDI reports • Teacher observation reports • Student benchmark/interim results	By providing regular, real-time checks on student achievement, schools can make appropriate adjustments to training and practice
September 2013	**DDI Coaching for Leaders** – This training will prepare the leadership team to draw conclusions on the data and to determine priority standards. ANet will coach the leadership team on how they will support teachers to use item analysis training to identify student misconceptions, and on what expectations they will set for re-teaching and re-assessment.	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	• Leaders will be able to draw conclusions from data and support teachers on how to take information from data and put it to use in the classroom	• Classroom observation reports	Building leaders capacity to draw conclusions on data and determine priority standards will allow them to set clear expectations for staff and student achievement
Sept 2013 – June 2014	**Data Meetings and Debriefing** – ANet will co-facilitate data meetings with the leadership team, gradually releasing facilitation solely to the school leaders as the year progresses. ANet will coach leaders on how to manage staff to follow through on re-teaching plans and align classroom observations to data.	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	• Leaders will become strong facilitators at data meetings and will be able to manage staff to follow through on re-teaching plans	• Classroom observations will reflect teachers re-teaching plan	Strengthening leaders' skills of facilitating data meetings and managing staff to ensure they follow re-teaching plans will improve instruction
December 2013	**iZone Operations Review** At the end of each semester, iZone school leadership teams will be convened to review and discuss school-specific data reports, including: discipline, attendance, community involvement, etc. These sessions are designed to problem-solve areas where improved operational support can directly impact student learning.	Office of the Executive Director of Turnaround and Office of Teaching and Learning	• School leadership teams will work collaboratively with OSTI coordinators to brainstorm solutions to school-specific operations challenges that may be negatively impacting student learning.	• Actionable operational plans will be created to address 75-100% of problem issues brought to Operations Review • OSTI will support and monitor implementation of action plans January-June 2014	The Operations Review is a necessary collaboration series that will provide school leadership teams the opportunity to review turnaround progress, analyze and solve issues, and asses operations.

May 2014	**Spring Network Event Meeting –** Meet to share best practices in leader practice. Engage in individual and group reflection on lessons learned and school priorities	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	• Best practices discussed and shared among school leaders	• Best practices noted during OSTI walk-throughs	Provide open sharing of DDI best practices which establishes a school community that supports the optimal use of data
June 2014 and summer 2014	**DDI Reflection Meetings** – Leaders will reflect on the extent to which the school met its student performance goals and on the ways that growing teacher practice in DDI led to progress. Leaders will set priorities for student performance and teacher practice in the coming year	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	• School leaders will be able to develop teacher practice and student performance goals for the following year by reflecting on the data from the current school year.	• Teacher practice and student performance goals for coming year are established	By setting meaningful benchmarks and performance goals schools can staff focused on making progress to attain their goals
June 2014	**iZone Leadership Base Camp** - is designed to address the *why* of school turnaround and school improvement. This second installment of Base Camp will onboard new iZone school leaders and allow returning school leaders to delve more deeply into 2013-2014 results and progress of turnaround. During Part 1 of this three-part leadership series, school leadership will explore three professional development modules that address school improvement, analyzing data, and analyzing root causes to improve student achievement and organizational effectiveness. Aimed at ensuring that leaders develop clear understanding the current state of iZone schools, this session will allow attendees to discuss each school's specific current landscape and data, and will establish a	Office of the Executive Director of Turnaround and Office of Teaching and Learning	• School leaders will create data portraits of their schools and present comprehensive data reports to their staff members • Each leadership team will create three SMART goals based on evidence from root cause analyses, to present at Midway leadership training in July • School leaders will lead their Turnaround School Teams through the "5-Whys" process and the "Fishbone" exercise regarding root causes	• Observation, analyses, and feedback of leadership teams' presentations by OSTI and the ED of Turnaround for accuracy of content, quality of delivery and staff response to data • Leadership development will be assessed using a performance checklist on the "Fishbone" exercise and evaluated on the "5 Whys" process	Base Camp is the first of a three module series that is an onboarding orientation and deeper dive into principles introduced in the Pre-Implementation Period three-part module. The continuation of the Base Camp is intended to develop iZone leadership in focused areas that are crucial to creating and leading a successful turnaround school. The first series focuses on current state analysis, goal setting, and turnaround plan development - providing a much needed analysis on the

	baseline for school improvement.				first year of implementation and where they strive to be in the second year of implementation.
July 2014	**iZone Leadership Midway Training Session** – Training is designed to revisit concepts and skills learned during base camp and to assess the progress of school leadership in utilizing a turnaround framework in their respective school rethinking processes. Midway training will follow July iZone Teacher Institute and will allow new members of iZone school leadership to engage more purposefully with their schools' design framework and allow existing leadership teams to debrief and change course as needed. This session also serves to refocus school priorities on school improvement and successful implementation of turnaround for returning school leadership teams with guidance from Turnaround personnel and strategists, and to share ideas and best practices.	Office of the Executive Director of Turnaround and Office of Teaching and Learning	• Each school's leadership team will develop a monthly meeting schedule and establish meeting norms for the 2014-2015 year • Each school's team will refine plans and prepare materials for the August iZone Teacher Institute	• OSTI will independently review and approve each school team's meeting norms and 2014-15 schedule • Teams will deliver presentations to OSTI and peers for collegial vetting of plans for August iZone Teacher Institute	Midway Training is the second of a three module series that is an onboarding orientation and deeper dive into principles introduced in the Pre-Implementation Period three-part module. The continuation of the Midway Training is intended to be a deep dive into the school frameworks implemented in year one and the upcoming year two. Leadership will collectively analyze the turnaround plans and strategies employed by each school.
August 2014	**iZone Leadership Summit** iZone Leadership Summit is the culminating event of the three-part summer leadership series, intended to empower new iZone principals to lead a successful turnaround school year, and to encourage returning principals through second-year implementation of turnaround.	Office of the Executive Director of Turnaround and Office of Teaching and Learning	• Leadership team will prepare detailed plans for all-school routines, procedures, and activities for week one and beyond • Team members will coordinate "responsibility checklists" to ensure all issues have been proactively addressed	• OSTI collects post-assessment data RE overall leadership PD series and sees strong positive growth results • Work products score at or above 85% on "readiness rubric" for First Days of School • Each school team shares "dry	Summit Training is the third of a three module series that is an onboarding orientation and deeper dive into principles introduced in the Pre-Implementation Period three-part module. The third series is the

	Summit modules will focus on how leadership will model and concretize a positive, consistent, and "better-seeking" culture for all staff through August Teacher Institute and the opening week/s of school year 2014-15.		• Teams revisit concepts of better-seeking culture, school level problem-solving and transformational leadership	run" culminating presentation of plans for First Days of School	final deep dive into the turnaround plans by school for year two, focusing on successful school kick-off and setting or continuing practices meant to change school culture.
District-wide Leadership Training for all Syracuse City School District Instructional Leaders Implementation Period: September 1, 2013 – August 31, 2014					
Schedule	**Planned Training, Support and Professional Development**	**Agent/ Organization Responsible for Delivery**	**Desired Measurable Outcomes**	**Method of Analyzing and Reporting Outcomes**	**Rationale**
Monthly 4 hour session from Sept 1, 2013 – August 31, 2014	**The Common Core Standards** are the foundation of the district's academically rigorous curriculum enactment of a structured instructional rounds protocol in supporting successful implementation of the curriculum Leadership in CCLS and DDI ** District Leadership Initiatives continue from the pre-implementation period. The administration moves from awareness to full implementation.*	Denise Collier – Education Consultant SCSD CAO Content Supervisors	• Leadership will develop a theory of action in collaboration with SLT in the Core Areas of instruction and for ELL and students with disabilities.	• Report of Instructional Rounds	Building Administrator's knowledge in CCLS will increase their capacity to serve as instructional leaders
Monthly 4 hour session from Sept 1, 2013 – August 31, 2014	**APPR- Evaluator Calibration Review**- Evaluators review teaching videos and artifacts and apply rubric through a facilitated conversation. **District Leadership Initiatives continue from the pre-implementation period. The administration moves from awareness to full implementation.*	Insight Education Group SCSD Director of PD	Evaluators will consistently collect evidence and apply to rubric with 100% accuracy	• Analyzing trends from observation scores to determine components that need further training	Administrators ability to consistently identify effective and highly effective practices will lead to consistent practice to all learners
Monthly 4 hour session from	**Lead Evaluators receives technical support** in the use of Teachscape	Teachscape	Evaluators will process, plan observations , collect	• Monthly report and weekly conference call with	Administrators will establish a culture of

Sept 1, 2013 – August 31, 2014	platform for evaluation, monitoring individualized professional development of staff and facilitating professional learning communities. **District Leadership Initiatives continue from the pre-implementation period. The administration moves from awareness to full implementation.*	SCSD COO SCSD Director of PD	evidence and provide feedback to 100 % of teaching staff by all observation deadlines as outlined in SCSD APPR plan	Teachscape district liaison	learning, growth, positive behavior and high expectations
Monthly 4 hour session from Sept 1, 2013 – August 31, 2014	**School Governance and Leadership** **District Leadership Initiatives continue from the pre-implementation period. The administration moves from awareness to full implementation.*	Executive Directors	• Evaluators receive effective and /or highly effective rating.	• Executive Directors collect evidence artifact using the SCSD Teaching and Learning Leader	Administrators will establish and implement a shared vision for success, while building and maintaining a climate of accountability for learning. Additionally, Administrators will create professional learning communities that will use data to identify areas of need of improvement
District-wide Teacher Training for iZone Cluster Schools **Pre-implementation Period: April 1, 2013 – August 31, 2013**					
Schedule	**Planned Training, Support and Professional Development**	**Agent/ Organization Responsible for Delivery**	**Desired Measurable Outcomes**	**Method of Analyzing and Reporting Outcomes**	**Rationale**
July 2013 3 full day sessions, exact dates TBD	**July iZone Teacher Institute** Teachers at each IZone school will work collaboratively with one another on a series of projects to better understand why their school is low-performing and how effective turnarounds get better results from the same populations of students.	OSTI staff and school leadership teams (with support from Mass Insight STG) with coordination with SCSD Dept. of Accountability to secure historical	•All teachers will understand and be able to articulate why their school is undergoing turnaround/ transformation •Teachers will learn about brain-based learning and engaging instructional techniques	•Teachers will write an "elevator speech" that explains the school reform in terms of data, collected/reviewed by school leader or OSTI •Teachers will keep notebooks RE how to plan lessons in keeping with brain-based	New and existing staff and leadership of each iZone school must quickly develop a trusting professional relationship and come to a common understanding of how the school will change

		school-level data and Office of Teaching and Learning	•Teachers will collaborate on final version of school's mission and vision language •Teachers will feel positive and enthusiastic about their commitment to the school	learning •Teachers will elect positive, enthusiastic peers to serve on the Turnaround School Team for their building	during turnaround
August 2013 3 full-day sessions, exact dates TBD	**August iZone Teacher Institute** Based at the school site, this session will provide protected time for iZone teachers to build and practice whole-school routines and procedures, set up positive learning environments in classrooms and public spaces, and think concretely about how to put new instructional ideas into practice immediately as the school year begins.	OSTI staff, school leadership and Turnaround Team members (w/STG support) and Office of Teaching and Learning	•All teachers will read Whitaker's <u>What Great Teachers do Differently</u> for specific takeaways they will utilize in their classrooms • All school staff will collaborate and agree upon whole-school routines and procedures to implement consistently starting Day One •Teachers will have time dedicated to prepare their classrooms and collaborate in planning with teaching team colleagues	•Teachers will demonstrate ease and confidence in demonstrating the routines and procedures they will execute consistently with students • Teachers' week-one lesson plans will include concrete examples of "new" ideas that they feel will be helpful in teaching their students •Individual classrooms and public spaces are set up and ready to go on day 1	These days are practical, hands-on, "rubber hits the road" sessions in which all teachers work collaborative and independently to put ideas (gleaned from turnaround, data, and other instructional trainings) into effective practice.
August 2013	**Orientation to Data Cycle** This training is designed for teachers and provides a summary for how the Achievement Network, the teachers themselves, and their school will implement effective Data Driven Instruction. Key parts of the data cycle will be explored and teachers will reflect on how they are similar and/or different from the current use of data. Teachers will be introduced to key ANet resources that are available to support them in their planning from standards and analyzing data (SAS documents, MY ANet, etc.)	Achievement Network and Office of Teaching and Learning	• Teachers will use data continuously throughout the year to improve their instruction and utilize the resources made available to them through ANet	• The number of times teachers used ANet resources will be monitored and reported. • Student benchmark assessments • NYSED report card data	The use of data to drive instruction will result in improved student achievement

District-wide Teacher Training for all Syracuse City School District Teachers Pre-implementation Period: April 1, 2013 – August 31, 2013					
Schedule	**Planned Training, Support and Professional Development**	**Agent/ Organization Responsible for Delivery**	**Desired Measurable Outcomes**	**Method of Analyzing and Reporting Outcomes**	**Rationale**
Spring 2013	**Pearson Implementation: Instructional Transition Plan** Pearson will work with individual schools and will engage experts (i.e. Dr. Jeanne Paratore) to devise a plan to support teachers and students that will help transition them more smoothly into the core program. Possible options include a customized summer school program, the use of My Sidewalks prior to implementation, etc..	Pearson project manager and Pearson consultants and Office of Teaching and Learning	Complete transition plan for each school with specific action plans for spring and summer implementation activities	• Collection of pre- and post-implementation data from any transition programs (such as a spring intervention trial or customized summer school program)	Thoughtful implementation, with early exposure and support will serve to provide a smooth transition into new core programs for literacy and math.
Spring and Summer 2013	**SCSD APPR (All schools):** Participants will view a variety of teaching videos and, through the application of the Teaching and Learning Rubric, identify effective and highly effective practice.	SCSD	• Improved instructional delivery as measured by scores on the Teaching and Learning Rubric	• Teachscape Proficiency System reporting	Ongoing analysis of effective instructional practice will provide a deeper understanding of how the Teaching and Learning Framework is applied to their own teaching practice.
Summer 2013	**STEM Unit and Curriculum Training** Teacher grade level STEM teams will work to develop curriculum that merges the current SCSD ELA and Mathematics common core shifts with the concepts and skills embedded within the Next Generation Science Standards and Project Lead The Way curricular	• Collier Educational Consulting • SCSD curriculum supervisors • SCSD content coaches STEM leader	• Integrated STEM Standards vertical progression grades 6-8 • Grade level project ideas – one for each quarter • First quarter project lesson plans • Complete assessment plan and assessments for 1st project for each grade level	• Scope and sequence of STEM progressions across grade levels • Grade level scope and sequence of STEM learning progressions • 4 project plans for each grade level • 1st project curriculum and lesson plans for 1st quarter.	Create detailed instructional plan to serve as foundation for initial unit of study.

	units		• Identification and ordering of instructional materials and resource needs		
Summer Academy 2013	**Grades 5-12** Incorporating AVID Critical Reading Process in the Content Areas	SCSD – AVID Lead Teacher	• Increase in student achievement scores across all sub-groups with accelerated growth among targeted sub-groups • Increase use of highly effective teacher practice	• Ongoing collection of student achievement data including in-depth analysis of sub-group performance data • Review of element scores in the Teaching and Learning Rubric and reviewed with individual teacher in pre and post conference observation	In SCSD access to academic rigor is supported through the use of best practices in core instruction and supports and scaffolds for equal access to rigorous learning and standards mastery
Summer Academy 2013	**Fourth Grade Teachers Science** - Prepare 4th grade teachers for their students upcoming visits to MOST	Syracuse Museum of Science Technology Science Coordinator	• Implementation of pre- and post- lessons prior to field trip to MOST	• Teacher Survey of benefits of MOST field trip experience • NYS Grade 4 Science Assessment	STEM opportunities for both teachers and students will ensure that learners are college and career ready for 21st Century learning standards
Summer Academy 2013	**K-3 Teachers** - Inquiry Based Hands On Approach to Elementary Science Instruction	Cornell University Science Coordinator	• Consistent program implementation across classroom	• NYS Grade 4 Science Assessment	STEM opportunities for both teachers and students will ensure that learners are college and career ready for 21st Century learning standards
3 – 3-hour sessions Participant must attend all 3 sessions	**7-8 Science Teachers** Common Core Learning Standards and emerging Next Generation Science Standards	Dr. Sharon Dotger Syracuse University Science Coordinator	• Improvement of Student writing using NYSED provided rubric	• Review of samples of student work each session, lesson revision	A balanced literacy approach means that teachers need to integrate learning standards across disciplines
8 hour session	**Nonviolent Crisis Intervention Training**	Certified CPI trainers SCSD staff	• Reduction in school based In-school Suspension and out of school suspension • Reduction in Workers Compensation Cases due to school based incidents	• CPI instructors review district wide data and provides additional support to participant classrooms as well as staff who have comp cases due to injury from student immediately have a	Students are clear about behavioral expectations and are active participants in maintain a safe, respectful and positive learning environment.

				classroom review to provide support and offer participation in course at one of the Saturday academies	
1 – 3 hour training	**Highly Effective Communicating with Families for Student Success**	SCSD Parent Partnership Network	• Parent survey will reflect that teachers and SCSD effectively communicate with family	• Tri-pod Survey • Student Monitoring System	Highly effective teachers involve individual students and families in the planning process
District-wide Teacher Training for iZone Cluster Schools Implementation Period: September 1, 2013 – August 31, 2014					
Schedule	**Planned Training, Support and Professional Development**	**Agent/ Organization Responsible for Delivery**	**Desired Measurable Outcomes**	**Method of Analyzing and Reporting Outcomes**	**Rationale**
4x Saturday sessions for iZone teachers only (quarterly dates TBD so as not to conflict with all-district Saturday Academies)	**"Quarterly Report"**- With support from the Office of Accountability, OSTI staff lead a full-day "deep dive" into updated school and student performance data, with all teachers and leaders participating actively in analysis and action planning.	Office of the Executive Director of Turnaround (with support from SCSD Accountability and Mass Insight STG) and Office of Teaching and Learning	• Based on school performance data, school leaders and teachers will collaboratively determine root cause(s) to performance deficiencies and develop actionable solutions to school-specific challenges that may be negatively impacting student learning	• School teams will work collaboratively to analyze student performance data which will include a thorough review of best practices ("what works vs. what doesn't) by school, content, and grade area. • Actionable plans and strategies will be created by teachers and leaders to address areas that are not achieving the targeted performance standards.	The comprehensive Quarterly Review is a necessary collaboration session that will provide iZone school leadership and teachers the opportunity to review student performance data, analyze and solve issues, determine root cause, and improve processes.
September 2013	**Data Driven Instruction Teacher Orientation** – Introduce teachers to the purpose of data-driven instruction and to what their work with ANet will look like during the partnership. Co-facilitate training with school leadership team on how	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	• Teachers are familiarized with DDI and use ANet for support and guidance in their use of data to inform instruction	• Teacher surveys will be conducted • ANet reports reflect how frequently and what type of ANet resources were used	The use of data to drive instruction will result in improved student achievement

	to unpack standards guides and to align instructional plans to the assessment calendar.				
Sept –June 2013	**Year-long ongoing coaching** and training support based in varying needs of the iZone school.	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	• Teachers become more proficient in the use of data to inform instruction	• Student benchmark data • Report card data • Teacher observation reports	The use of data to drive instruction will result in improved student achievement
October 2013	**Teacher Assessment Training** – Teachers build skill in comparing standards with data items to determine the bar for rigor and mastery. ANet will guide teachers as they break down standards and items to develop standards-aligned formative assessment.	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	• Teachers' ability to compare standards with data items to determine the rigor of their instructional program is improved	• Student benchmark data • Report card data • Teacher observation reports	Using data to help develop the appropriate rigor to instructional plans will challenge and engage students and improve achievement
January 2014	**Mid-year "Step-Back"** – Reflect on student progress and improvement in teacher practice to date and set aligned priorities for the spring semester.	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	• Receive input from teachers on what is working for them and how the second half of the year can be improved and set priorities	• Priorities for the spring will be set	Provide open sharing of DDI best practices to improve teacher practice and student achievement
May 2014	**Spring Network Event Meeting** – Meet to share best practices in teacher practice. Engage in individual and group reflection on lessons learned and school priorities	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability	• Best teacher practices discussed, shared and implemented	• Administrative observations	Provide open sharing of DDI best practices to improve teacher practice and student achievement
District-wide Teacher Training for all Syracuse City School District Teachers Implementation Period: September 1, 2013 – August 31, 2014					
Schedule	**Planned Training, Support and Professional Development**	**Agent/ Organization Responsible for Delivery**	**Desired Measurable Outcomes**	**Method of Analyzing and Reporting Outcomes**	**Rationale**
2013-2014 Saturday Academies and	**K-2 Mathematics - All schools** • Reasoning • Discourse	SCSD content coordinators and mathematic	Increased student achievement on the following metrics:	• Quarterly reporting of data and progress to SCSD Senior Leadership Team	This professional development is aligned to the instructional

after-school professional development sessions	• Representations • Procedural Fluency • Conceptual Understanding • Application • CCLS Focus Area (Number and Operations – Base Ten)	coaches	• AIMSweb probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys		shifts outlined in the CCSS for Mathematics. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.
2013-2014 Saturday Academies and after-school professional development sessions	**ELA K-2** • Foundations of Reading • Writing • Reading Comprehension Across Genre • Classrooms Routines and Rituals: anchor charts, conversation, participation techniques	SCSD ELA Supervisor and Literacy Coaches	Increased student achievement on the following metrics: • AIMSweb probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys	• Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer	These professional development sessions are aligned to the instructional shifts outlined in the CCSS for English Language Arts. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.
2013-2014 Saturday Academies and after-school professional development sessions	**Math 3-5** • Reasoning • Discourse • Representations • Procedural Fluency • Conceptual Understanding • Application • CCLS Focus Area (Number and Operations – Fractions)	SCSD Math Supervisor and Mathematics Coaches	Increased student achievement on the following metrics: • AIMSweb probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results Increased teacher scores on	• Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer	This professional development is aligned to the instructional shifts outlined in the CCSS for Mathematics. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to

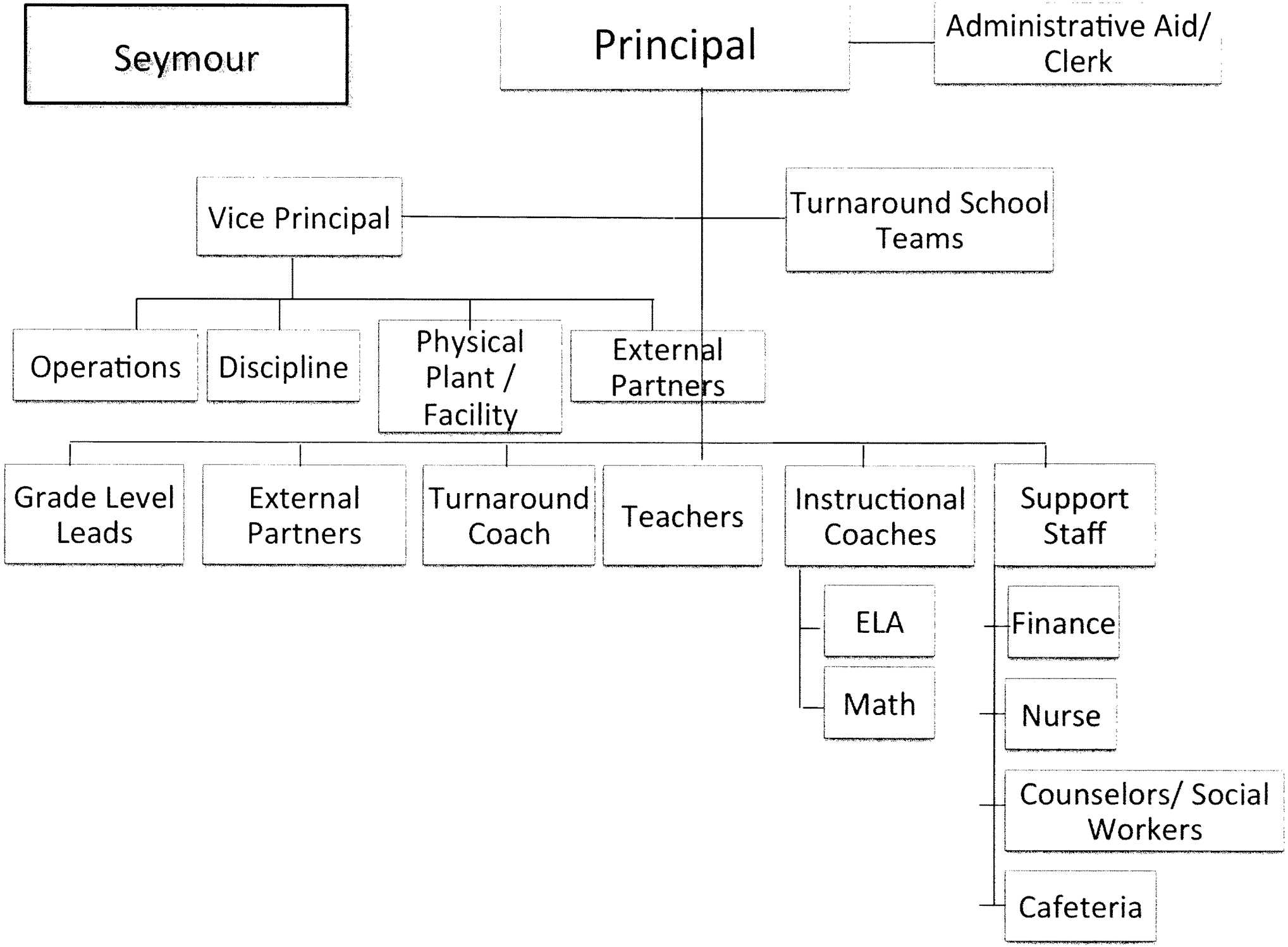
			the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys		the intentions and rigor of the CCSS.
2013-2014 Saturday Academies and after-school professional development sessions	**ELA 3-5** • Foundations of Reading • Writing • Reading Comprehension Across Genre • Classrooms Routines and Rituals: anchor charts, conversation, participation techniques	SCSD ELA Supervisor and Literacy Coaches	Increased student achievement on the following metrics: • AIMSweb probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys	• Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer	These professional development sessions are aligned to the instructional shifts outlined in the CCSS for English Language Arts. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.
2013-2014 Saturday Academies and after-school professional development sessions	**Math 6-8** • Reasoning • Discourse • Representations • Procedural Fluency • Conceptual Understanding • Application • CCLS Focus Area (Ratios and Proportional Reasoning) • Ramp Up to Algebra (RUA) Training ** Not all teachers only the RUA teachers*	SCSD Math Supervisor and Mathematics Coaches	Increased student achievement on the following metrics: • AIMSweb probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and	• Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer	This professional development is aligned to the instructional shifts outlined in the CCSS for Mathematics. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.

			Create) • Tripod Student Surveys		
2013-2014 Saturday Academies and after-school professional development sessions	**ELA 6-8** • Writing • Reading Comprehension Across Genre • Classrooms Routines and Rituals: anchor charts, conversation, participation techniques • Ramp Up to Literacy (RUL) Training ** Not all teachers only the teachers who are teaching RUL*	SCSD ELA Supervisor and Literacy Coaches	Increased student achievement on the following metrics: • AIMSweb probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys	• Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer	These professional development sessions are aligned to the instructional shifts outlined in the CCSS for English Language Arts. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.
2013-2014 Saturday Academies and after-school professional development sessions	**Sheltered Instruction Observation Protocol-SIOP** A research based model of instruction that is an effective approach for teaching both academic language and content to ELLs that can increase English learners' chances of success in school.	Director of ELL ESL Support Teacher Literacy Coach trained in SIOP	Increased student achievement on the following metrics: • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys	• Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer with specific sub-group reports for ELLs	SIOP is a well-articulated, practical model of instruction that facilitates high-quality instruction for English Language Learners in the general education and mainstream classroom.
2013-2014 Saturday Academies and after-school professional	**Explicit Instruction for Differentiation** This workshop will include defining and identifying characteristics of Specially Designed Instruction (SDI)	SE-SIS staff	Increased student achievement on the following metrics: • AIMSweb probes and benchmarks	• Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer with specific sub-group reports for	Increased differentiation in instructional practice ensures that classroom tasks and experiences

development sessions	and Explicit Instruction (EI) as it applies to diverse and struggling learners. Participants will learn components and techniques of SDI and EI, watch demonstrations, and participate in activities in order to learn how to deliver instruction to meet the unique needs of students with disabilities and to ensure access to the general curriculum.		• SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys	Special Education students	are appropriate for all learners.
2013-2014 Saturday Academies and after-school professional development sessions	**Technology in the Classroom** Use of Ipads and Smart boards in the classroom to assist in planning lessons that support project based learning, collaboration and student achievement- The participant learns effective instructional strategies across all content areas	Teacher Center : Technology Instructional Specialist Educational Technology Team (SCSD Teachers (2) who are on assignment to train and monitor the use of technology to improve instructional and learner outcomes	Increased student achievement on the following metrics: • AIMSweb probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys	• Through the classroom observation process of APPR plus informal walk through observation by presenters – evidence of use of content learned embedded in lesson delivery, and unit planning.	Effective technology integration across the curriculum deepens and enhances the learning process.
2013-2014 Saturday Academies and after-school professional development sessions	**K-5 Science** Unpacking standards, science content Teaching Practice in Science: Inquiry-project based learning Formative Assessment of learning and content and skills Reading and Writing in the Content areas	Science Content Supervisor	• Teachers will demonstrate through effective planning students' opportunities to practice and master skills required by the CCLS and apply to prior learning.	• School Leadership teams review data provided by the Office of Accountability on state assessments and SLO results Grade Level Team meetings as well as Conference days are used to review the data and to create action steps to correct and deficits in instructional	Academic rigor in SCSD is characterized by a clear understanding of and focus on the core knowledge of each discipline, uses best practices to challenge mental effort appropriate to mastery of the core knowledge

				delivery. The implementation of these action steps are being monitored through evaluator observation process which is conducted by both building administration and peer observers specific to the content area.	
2013-2014 Saturday Academies and after-school professional development sessions	**Science Grades 6-8** Standards Progression Teaching Practice in Science: Inquiry-project based learning Formative Assessment of learning and content and skills Reading and Writing in the Content areas	Science Content Supervisor	• Teachers will demonstrate through effective planning students' opportunities to practice and master skills required by the CCLS and apply to prior learning.	• School Leadership teams review data provided by the Office of Accountability on state assessments and SLO results Grade Level Team meetings as well as Conference days are used to review the data and to create action steps to correct and deficits in instructional delivery. The implementation of these action steps are being monitored through evaluator observation process which is conducted by both building administration and peer observers specific to the content area.	Academic rigor in SCSD is characterized by a clear understanding of and focus on the core knowledge of each discipline, uses best practices to challenge mental effort appropriate to mastery of the core knowledge
2013-2014 Saturday Academies and after-school professional development sessions	**Social Studies K-8** Social Studies at the Core Social Studies Top Strategies Social Studies 2.0 Educators will have the opportunity to plan in-depth and create units and daily lesson plans that reflect the CCLS through the content of social studies	Social Studies Content Supervisor and Highly Effective SCSD Teacher	• Teachers will demonstrate through effective planning students' opportunities to practice and master skills required by the CCLS and apply to prior learning.	• Educators need to present this action research project to their colleagues participating in these courses as well as key exemplars as observed in both the collection of artifacts and in practice and collected by the SS content coordinator	Academic rigor in SCSD is characterized by a clear understanding of and focus on the core knowledge of each discipline, uses best practices to challenge mental effort appropriate to mastery of the core knowledge

School Organizational Chart


Seymour
Principal
Administrative Aid/ Clerk
Vice Principal
Turnaround School Teams
Operations
Discipline
Physical Plant / Facility
External Partners
Grade Level Leads
External Partners
Turnaround Coach
Teachers
Instructional Coaches
Support Staff
ELA
Math
Finance
Nurse
Counselors/ Social Workers
Cafeteria

School-Level Professional Development Plan

Seymour Dual Language Academy - Pre-Implementation Period (April 1, 2013 - August 31, 2013)
School-Level, School-Specific, Job-Embedded Training, Support and Professional Development

Schedule	Title and Description of Planned Training, Support and Professional Development	Agent/ Organization Responsible for Delivery	Desired Measurable Outcomes	Method of Analyzing and Reporting Outcomes	Rationale
Spring 2013	**Common Core Job-Embedded Support for Elementary Educators** Through team/grade level, afterschool, and before school meetings, instructional coaches will model and facilitate deep dives into the math and ELA Common Core Learning Standards and how those standards apply to all other content areas. Use of student achievement data on Common Core-aligned unit assessments and performance tasks will be analyzed for understanding and mastery of grade-level standards. Classroom observation data will be used to analyze instruction for delivery of the instructional shifts in each content area.	Literacy and math coaches, School Instructional Leadership Team, Content Supervisors	• Increased understanding and alignment of instructional planning and practices to the Common Core Learning Standards • Improved student performance on standards-based unit assessments and performance tasks • Reflection of impact of shifts on instructional content and delivery	• Student work • Lesson plans • Meetings of coaching staff	As teachers deliver district curriculum and receive support in understanding the instructional shifts outlined in the Common Core, instructional practices should become more aligned to the Common Core and student achievement outcomes should improve
Spring and Summer 2013	**Common Core Job-Embedded Support for Elementary Educators** Training, coaching, and modeling: Through a variety of contexts such as presentations at team-meetings, instructional modeling with de-briefing, and/or book studies, instructional coaches will engage educators in dialogue around the instructional shifts in the common core and how the shifts should impact instructional content and delivery.	SCSD Instructional Coaches and Office of Teaching and Learning	• Increased alignment of instructional practices to the Common Core State Standards as measured by the Instructional Practice Evidence Guides for Common Core State Standards for Literacy and Mathematics (Achieve the Core)	• Anonymous (without teacher name) evidence guides will be collected by instructional coaches and analyzed quarterly to check for increased alignment to Common Core.	As teachers implement Pearson core programs in literacy and math and receive training in the Instructional Shifts outlined in the Common Core State Standards, instructional practices should become more aligned to the standards.
Spring 2013	**Pearson Implementation: Systemic Change** Pearson will begin to support school administration in developing a sustainable model of RTI as well as a plan to support ELL instruction in all classrooms.	Pearson project manager, Pearson consultants and Office of Teaching	• Complete RTI plan for support of all students • Increase in student achievement scores	• Ongoing collection of student achievement data including in-depth analysis of sub-group	Putting a comprehensive plan in place for differentiated support

Schedule	Title and Description of Planned Training, Support and Professional Development	Agent/ Organization Responsible for Delivery	Desired Measurable Outcomes	Method of Analyzing and Reporting Outcomes	Rationale
	Pearson's assistance would include a comprehensive needs assessment, consultations with members of the Pearson authorship team (i.e. Sharon Vaughn) and the support of Pearson project manager to help the district translate the plan into action.	and Learning, ELA and Math Supervisors	across all sub-groups with accelerated growth among targeted sub-groups	performance data relative to overall student performance	for students across sub-groups will accelerate growth among targeted sub-groups.
Spring 2013	**Pearson Implementation: Instructional Transition Plan** Pearson will work with individual schools and will engage experts (i.e. Dr. Jeanne Paratore) to devise a plan to support teachers and students that will provide a smooth transition into the core program. Possible options include a customized summer school program, the use of My Sidewalks prior to implementation, etc.	Pearson project manager, Pearson consultants and Office of Teaching and Learning, ELA and Math Supervisors	• Complete transition plan for each school with specific action plans for spring and summer implementation activities	• Collection of pre- and post- implementation data from any transition programs (such as a spring intervention trial or customized summer school program)	Thoughtful implementation, with early exposure and support will serve to provide a smooth transition into new core programs for literacy and math.
Summer 2013	**Pearson Implementation: Administrators' Leadership Support** Pearson's goal is to provide administrator training to build their capacity as instructional leaders by offering two author-led training sessions and roundtable discussions around literacy, math, RTI, and ELL instruction.	Pearson project manager, ELA and Math Supervisors, Executive Director of School Turnaround	• Increased content knowledge as measured by post-training feedback forms	• Post-training feedback forms completed by participants	Building administrators' content knowledge in literacy and math will increase their capacity to serve as instructional leaders.
Summer 2013	**Developing a Strong Data Leadership Team** This professional development is designed to communicate the purpose of a data leadership team. The particular skills and responsibilities of each team member will be outlined. Models of successful data leadership teams will be shared. School leaders and instructional coaches will select the best data leadership teams for their schools.	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability, Executive Director of School Turnaround	• Strong data leadership teams will be formed for each iZone school.	• Leaders and teachers build effective data-use routines allowing teachers to regularly review student data and adjust their instruction to better address the needs of students • Schedules and minutes of data meetings	Establishing strong data leadership teams will allow the use of data to drive instruction and result in improved student achievement
August 2013	**Orientation to Data Cycle** This training is designed for teachers and provides a summary for how the Achievement Network, the teachers themselves, and their school will implement effective Data Driven Instruction. Key parts of the	Achievement Network, Office of Teaching and Learning, Office of PD, and Office of	• Teachers will use data continuously throughout the year to improve their instruction and utilize the resources made	• The number of times teachers used ANet resources will be monitored and reported. • Student benchmark	The use of data to drive instruction will result in improved student achievement

Schedule	Title and Description of Planned Training, Support and Professional Development	Agent/ Organization Responsible for Delivery	Desired Measurable Outcomes	Method of Analyzing and Reporting Outcomes	Rationale
	data cycle will be explored and teachers will reflect on how they are similar and/or different from the current use of data. Teachers will be introduced to key ANet resources that are available to support them in their planning from standards and analyzing data (SAS documents, MY ANet, etc.)	Shared Accountability	available to them through ANet	assessments • NYSED report card data	
Summer 2013	**Pearson Implementation: Coach Cadre Training** Pearson would frontload training for District Literacy and Math Instructional Coaches to prepare them for implementation in the fall of 2013. Training would focus on both the core and intervention programs.	Pearson project manager, Pearson consultants and Office of Teaching and Learning, ELA and Math Supervisors	• Coaches will deepen their understanding of the pedagogy and structure of each respective Literacy/Math program	• Post-training feedback forms completed by participants	Instructional coaches need to be trained ahead of and along with their teachers in order to provide ongoing coaching support at each building.
Summer 2013	**Scheduling Time for DDI** This training is designed to communicate the importance of allocating time for data driven best practices. The particular components of a data cycle will be outlined. Examples of best practices regarding scheduling time will be shared. Data cycle dates that are best for your school will be selected.	Achievement Network, Office of Teaching and Learning, Office of Shared Accountability and Coaches	• Data meetings will be scheduled for the upcoming school year and school leaders will select the data cycle dates for their school	• Schedules and minutes of data meetings • Data analysis protocols	Allocating the appropriate amount of time for DDI review will result in improved teacher practices and increase student achievement

Seymour Dual Language Academy – Year 1 Implementation Period (September 1, 2013 - August 31, 2014)
School-Level, School-Specific, Job-Embedded Training, Support and Professional Development

Schedule	Title and Description of Planned Training, Support and Professional Development	Agent/ Organization Responsible for Delivery	Desired Measurable Outcomes	Method of Analyzing and Reporting Outcomes	Rationale
September 2013-June 2014	**Pearson Implementation: Job-Embedded Support for Administrators and Coaches** Prior to each site visit, administrators, coaches, and Pearson consultants meet to set priorities and determine outcomes for the day's professional development activities. Upon the completion of the visit, they meet to discuss the attainment of outcomes, adjustments to professional development priorities, and areas for follow up between visits.	Pearson consultants, SCSD Instructional Coaches, Office of Teaching and Learning	• Consistent program implementation across classrooms • Targeted instructional feedback relative to program implementation and instructional delivery • Tracking of implementation progress and development of targeted goals for follow up	• Technical Assistance Summary Reports will be provided by Pearson consultants at the conclusion of each site visit.	Ongoing communication between building administrators, instructional coaches, and Pearson consultants will help to ensure consistent program implementation across classrooms.
September 2013-June 2014	**Pearson Implementation: Consultative services and administrative coaching as needed during site visits including:** • conducting classroom walkthroughs • identifying instructional priorities for grade level teams • providing quality feedback to teachers • analyzing data and creating action plans	Pearson consultants and Office of Teaching and Learning	• Consistent program implementation across classrooms • Targeted instructional feedback relative to program implementation and instructional delivery • Tracking of implementation progress and development of targeted goals for follow up	• Technical Assistance Summary Reports will be provided by Pearson consultants at the conclusion of each site visit.	Ongoing professional development and support for school administrators by Pearson consultants will serve to ensure consistent program implementation across classrooms as well as support coaches in providing targeted feedback to teachers that will move implementation forward and improve instructional practices within the classrooms.
September 2013	**DDI Coaching for Leaders –** This training will prepare the leadership team to draw conclusions on the data and to determine priority standards. ANet will coach the leadership team on how they will support teachers	Achievement Network, Office of Teaching and Learning, Office of	• Leaders will be able to draw conclusions from data and support teachers on how to take	• Classroom observation reports	Building leaders' capacity to draw conclusions on data and determine priority

Schedule	Title and Description of Planned Training, Support and Professional Development	Agent/ Organization Responsible for Delivery	Desired Measurable Outcomes	Method of Analyzing and Reporting Outcomes	Rationale
	to use item analysis training to identify student misconceptions, and on what expectations they will set for re-teaching and re-assessment.	Shared Accountability and Content Supervisors	information from data and put it to use in the classroom		standards will allow them to set clear expectations for staff and student achievement
September 2013-June 2014	**Pearson Implementation: Consultative services and coaching for coaches themselves as needed during site visits including:** • conducting classroom walkthroughs • identifying instructional priorities for grade level teams • providing quality feedback to teachers on topics such as core instructional routines, explicit reading instruction, and student engagement • analyzing data for creating action plans • supporting coaches as facilitators of the coaching cycle specific to Reading Street, My Sidewalks, or enVision, lesson study, and analyzing student work • effective facilitation of collaborative team meetings	Pearson consultants. ELA and Math Supervisors	• Consistent program implementation across classrooms • Targeted instructional feedback relative to program implementation and instructional delivery • Gain a deeper understanding of the instructional philosophy, content, lesson structure, assessment features and resources in the Reading Street, My Sidewalks, and enVision curriculum as well as a deeper understanding of the ways to implement best practices to target instructional priorities, differentiate instruction, and implement best practices	• Technical Assistance Summary Reports will be provided by Pearson consultants at the conclusion of each coaching cycle.	Ongoing professional development and support for the school's instructional coaches by Pearson consultants will serve to ensure consistent program implementation across classrooms as well as support coaches in providing targeted feedback to teachers that will move implementation forward and improve instructional practices within the classrooms.
September 2013-June 2014	**Pearson Implementation: Job-Embedded Support for Elementary Educators** Small-Group Lesson Study: Lesson Study is designed to provide a coaching cycle for grade level teams through learning focused conversations. During this one day cycle, grade level teams plan a Reading Street, My Sidewalks, or enVision lesson, observe the lesson implementation by the Pearson consultant, and	Pearson consultants, SCSD Instructional Coaches and Office of Teaching and Learning	• Gain a deeper understanding of the instructional philosophy, content, lesson structure, assessment features and resources in the Reading Street, My Sidewalks, and enVision curriculum	• Technical Assistance Summary Reports will be provided by Pearson consultants at the conclusion of coaching cycle.	Providing a model for lesson delivery accompanied by collaborative conversation allows teachers to deepen their understanding of program components

Schedule	Title and Description of Planned Training, Support and Professional Development	Agent/ Organization Responsible for Delivery	Desired Measurable Outcomes	Method of Analyzing and Reporting Outcomes	Rationale
	analyze the effectiveness of the lesson in meeting specific student needs. After the lesson implementation, participants collaborate to plan future lessons that incorporate strategies for differentiating instruction observed during the lesson implementation.		• Develop a deeper understanding of the ways to implement best practices to target instructional priorities, differentiate instruction, and implement the program within the school context • Analyze and evaluate classroom routines • Provide effective, targeted feedback to improve student performance		and effective instructional practices.
Sept 2013 – June 2014	**Data Meetings and Debriefing –** ANet will co-facilitate data meetings with the leadership team, gradually releasing facilitation solely to the school leaders as the year progresses. ANet will coach leaders on how to manage staff to follow through on re-teaching plans and align classroom observations to data.	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability and Executive Director of School Turnaround	• Leaders will become strong facilitators at data meetings and will be able to manage staff to follow through on re-teaching plans	• Classroom observations will reflect teachers re-teaching plan	Strengthening leaders' skills of facilitating data meetings and managing staff to ensure they follow re-teaching plans will improve instruction
Fall 2013	**Pearson Implementation: Job-Embedded Support for Elementary Educators** Coaching and Modeling: This two-day, job-embedded coaching cycle provides an effective implementation model for Reading Street, My Sidewalks, or enVision. This offering may be used to support new teachers, expand instructional knowledge of experienced teachers, or provide a professional development opportunity for staff members.	Pearson consultants, SCSD Instructional Coaches and Office of Teaching and Learning	• Analyze data from multiple sources to identify student needs, set instructional goals, and determine flexible grouping • Select appropriate priority skills and program components to meet student needs • Anticipate student misconceptions and	• Summary Reports will be provided by Pearson consultants at the conclusion of coaching cycle.	Providing a model for effective implementation allows teachers to deepen their understanding of program components and effective instructional practices.

Schedule	Title and Description of Planned Training, Support and Professional Development	Agent/ Organization Responsible for Delivery	Desired Measurable Outcomes	Method of Analyzing and Reporting Outcomes	Rationale
			develop a plan to address misconceptions • Use a gradual-release model that includes consultant demonstration, structured and guided practice through co-teaching, independent practice, and reflective feedback		
September 2013-June 2014	**Common Core Job-Embedded Support for Elementary Educators** Training, coaching, and modeling: Through a variety of contexts such as presentations at team-meetings, instructional modeling with de-briefing, and/or book studies, instructional coaches will engage educators in dialogue around the instructional shifts in the common core and how the shifts should impact instructional content and delivery.	SCSD Instructional Coaches and Office of Teaching and Learning	• Increased alignment of instructional practices to the Common Core State Standards as measured by the Instructional Practice Evidence Guides for Common Core State Standards for Literacy and Mathematics (Achieve the Core)	• Anonymous (without teacher name) evidence guides will be collected by instructional coaches and analyzed quarterly to check for increased alignment to Common Core.	As teachers implement Pearson core programs in literacy and math and receive training in the Instructional Shifts outlined in the Common Core State Standards, instructional practices should become more aligned to the standards.
May 2014	**Spring Network Event Meeting** – Meet to share best practices of school leaders. Engage in individual and group reflection on lessons learned and school priorities	Achievement Network, Office of Teaching and Learning and Office of Shared Accountability and Executive Director of School Turnaround	• Best practices discussed and shared among school leaders	• Best practices noted during OSTI walk-throughs	Provide open sharing of DDI best practices which establishes a school community that supports the optimal use of data

Schedule	Title and Description of Planned Training, Support and Professional Development	Agent/ Organization Responsible for Delivery	Desired Measurable Outcomes	Method of Analyzing and Reporting Outcomes	Rationale
September 2013-June 2014 Job-embedded Coaching	**K-2 Mathematics** • Reasoning • Discourse • Representations • Procedural Fluency • Conceptual Understanding • Application • CCLS Focus Area (Number and Operations – Base Ten)	SCSD content coordinators and mathematic coaches	Increased student achievement on the following metrics: • AIMSweb probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys	• Quarterly reporting of data and progress to SCSD Senior Leadership Team	This professional development is aligned to the instructional shifts outlined in the CCSS for Mathematics. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.
September 2013-June 2014 Job-embedded Coaching	**Math 3-5** • Reasoning • Discourse • Representations • Procedural Fluency • Conceptual Understanding • Application • CCLS Focus Area (Number and Operations – Fractions)	SCSD Math Supervisor and Mathematics Coaches	Increased student achievement on the following metrics: • AIMSweb probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys	• Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer	This professional development is aligned to the instructional shifts outlined in the CCSS for Mathematics. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.

Schedule	Title and Description of Planned Training, Support and Professional Development	Agent/ Organization Responsible for Delivery	Desired Measurable Outcomes	Method of Analyzing and Reporting Outcomes	Rationale
September 2013-June 2014 Job-embedded Coaching	**ELA K-2** • Foundations of Reading • Writing • Reading Comprehension Across Genre • Classrooms Routines and Rituals: anchor charts, conversation, participation techniques	SCSD ELA Supervisor and Literacy Coaches	Increased student achievement on the following metrics: • AIMSweb probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys	• Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer	These professional development sessions are aligned to the instructional shifts outlined in the CCSS for English Language Arts. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.
September 2013-June 2014 Job-embedded Coaching	**ELA 3-5** • Foundations of Reading • Writing • Reading Comprehension Across Genre Classrooms Routines and Rituals: anchor charts, conversation, participation techniques	SCSD ELA Supervisor and Literacy Coaches	Increased student achievement on the following metrics: • AIMSweb probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys	• Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer	These professional development sessions are aligned to the instructional shifts outlined in the CCSS for English Language Arts. Through in-depth study and practice of both content and instructional practices, teachers will be better prepared to teach to the intentions and rigor of the CCSS.

Schedule	Title and Description of Planned Training, Support and Professional Development	Agent/ Organization Responsible for Delivery	Desired Measurable Outcomes	Method of Analyzing and Reporting Outcomes	Rationale
September 2013-June 2014 Job-embedded Coaching	**Social Studies K-5** Social Studies at the Core Social Studies Top Strategies Social Studies 2.0 Educators will have the opportunity to plan in-depth and create units and daily lesson plans that reflect the CCLS through the content of social studies	Social Studies Content Supervisor and Highly Effective SCSD Teacher	• Teachers will demonstrate through effective planning students' opportunities to practice and master skills required by the CCLS and apply to prior learning.	• Educators need to present this action research project to their colleagues participating in these courses as well as key exemplars as observed in both the collection of artifacts and in practice and collected by the SS content coordinator	Academic rigor in SCSD is characterized by a clear understanding of and focus on the core knowledge of each discipline, uses best practices to challenge mental effort appropriate to mastery of the core knowledge
September 2013-June 2014 Job-embedded Coaching	**K-5 Science** Unpacking standards, science content Teaching Practice in Science: Inquiry-project based learning Formative Assessment of learning and content and skills Reading and Writing in the Content areas	Science Content Supervisor	• Teachers will demonstrate through effective planning students' opportunities to practice and master skills required by the CCLS and apply to prior learning.	• Turnaround School Teams review data provided by the Office of Accountability on state assessments and SLO results. Grade Level Team meetings as well as Conference days are used to review the data and to create action steps to correct and address deficits in instructional delivery. The implementation of these action steps are being monitored through evaluator observation process which is conducted by both building administration and peer observers specific to the content area.	Academic rigor in SCSD is characterized by a clear understanding of and focus on the core knowledge of each discipline, uses best use of practices to challenge mental effort appropriate to mastery of the core knowledge

Schedule	Title and Description of Planned Training, Support and Professional Development	Agent/ Organization Responsible for Delivery	Desired Measurable Outcomes	Method of Analyzing and Reporting Outcomes	Rationale
September 2013-June 2014 Job-embedded Coaching	**Sheltered Instruction Observation Protocol-SIOP** A research based model of instruction that is an effective approach for teaching both academic language and content to ELLs that can increase English learners' chances of success in school.	Director of ELL ESL Support Teacher Literacy Coach trained in SIOP	Increased student achievement on the following metrics: • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys	• Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer with specific sub-group reports for ELLs	SIOP is a well-articulated, practical model of instruction that facilitates high-quality instruction for English Language Learners in the general education and mainstream classroom.
September 2013-June 2014 Job-embedded Coaching	**Explicit Instruction for Differentiation** This workshop will include defining and identifying characteristics of Specially Designed Instruction (SDI) and Explicit Instruction (EI) as it applies to diverse and struggling learners. Participants will learn components and techniques of SDI and EI, watch demonstrations, and participate in activities in order to learn how to deliver instruction to meet the unique needs of students with disabilities and to ensure access to the general curriculum.	SE-SIS staff	Increased student achievement on the following metrics: • AIMSweb probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys	• Quarterly reporting of data and progress to SCSD Senior Leadership Team and Chief Academic Officer with specific sub-group reports for Special Education students	Increased differentiation in instructional practice ensures that classroom tasks and experiences are appropriate for all learners.

Schedule	Title and Description of Planned Training, Support and Professional Development	Agent/ Organization Responsible for Delivery	Desired Measurable Outcomes	Method of Analyzing and Reporting Outcomes	Rationale
September 2013-June 2014 Job-embedded Coaching	**Technology in the Classroom** Use of Ipads and Smart boards in the classroom to assist in planning lessons that support project based learning, collaboration and student achievement. The participant learns effective instructional strategies across all content areas.	Teacher Center : Technology Instructional Specialist Educational Technology Team (2 SCSD Teachers) who are on assignment to train and monitor the use of technology to improve instructional and learner outcomes	Increased student achievement on the following metrics: • AIMSweb probes and benchmarks • SCSD Curriculum Unit Assessment Rubrics • Interim Assessment results • New York State Assessment results Increased teacher scores on the following metrics: • Teaching and Learning Framework and Rubric Components (Teach and Create) • Tripod Student Surveys	• Through the classroom observation process of APPR plus informal walk through observation by presenters –evidence of use of content learned embedded in lesson delivery, and unit planning.	Effective technology integration across the curriculum deepens and enhances the learning process.

Additional Documents

Seymour Dual Language Academy

Letter of Support

American Federation of Teachers (AFT)

A Union of Professionals

American Federation
of Teachers, AFL-CIO

AFT Teachers
AFT PSRP
AFT Higher Education
AFT Public Employees
AFT Healthcare

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David J. Quolke
Mary Cathryn Ricker
Sandra Schroeder
Phillip H. Smith
Tim Stoelb
Ann Twomey
Adam Urbanski

January 23, 2013

Sharon L. Contreras
Superintendent
Syracuse City School District
725 Harrison Street
Syracuse, NY 13210

Dear Ms. Contreras:

The AFT is pleased to support the Syracuse City School District in its proposals to implement School Improvement Grants (SIG) in seven district schools.

As the district transforms these seven schools with the assistance of the SIG funds, members of the Syracuse Teachers Association have and will continue to be supported by the AFT's Center for School Improvement (CSI). AFT's CSI focuses on ensuring that all schools identified for improvement have effective school leadership teams and high-quality professional development to support increased academic achievement and quality teaching.

Specifically, this technical assistance and support are currently in progress as the Syracuse Teachers Association and the Syracuse City School District have jointly sponsored a seventeen (17) member Union and Management Team of teachers and principals from these schools, as well as executive leadership staff, to participate in the AFT's CSI Leadership Institute, scheduled from January 24-27, 2013 in New York City. Through a peer to peer approach, AFT has partnered with the United Federation of Teachers Teacher Center to deliver an institute on leading and facilitating school improvement. All Institute attendees participate in the following four modules that address the knowledge and skills needed to develop and implement strong instructional plans that result in higher student achievement and build capacity at the school site level, with technical assistance. The modules include:

- Data-informed decision making focusing on the relationship of data collection and analysis to the comprehensive educational planning process.
- Effective communication targeting the necessary skills and structures for effective communication to accomplish meaningful reform.
- Professional development highlighting research-based best practices that promote and support student achievement as well as Common Core standards.
- Team action planning providing opportunities to translate ideas in to action and to engage colleagues and staff.

Both Union and district leaders have already outlined a potential schedule for follow-up professional development for the entire team including members of the community. After the CSI Institute, the AFT commits to providing follow up professional development and support in partnership with the administrative leaders of the district as well as teacher leaders of the Syracuse Teachers Association.

Sincerely,

Marla Ucelli-Kashyap
Assistant to the President for Educational Issues

MUK : kab opeiu#2 afl-cio

cc: Kevin Ahern
Rachel Breslin

Job Descriptions

Syracuse City
School District

Personnel Division
725 Harrison Street • Syracuse, NY 13210
Phone 315•435•4525 Fax 315•435•4023

Position Openings

An employee who is on leave but feels qualified for an advertised position must send letter of interest with current resumé. Prior to interview or position appointment date, the employee must be available and medically cleared.

1/15/13

PRINCIPAL, Innovation Zone School(s)

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

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

REPORTS TO: Executive Director of Turnaround

DUTIES AND RESPONSIBILITIES:

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

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

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

Impact and Influence
- Establish a culture of learning and achievement
- Act consistently to influence others' thinking and behavior to achieve results

- Communicate a clear vision of success and benefits to engage all stakeholders (e.g. families, students, teachers, community members)
- Identify and engage stakeholders to drive consensus, build trust and facilitate change
- Anticipate and respond to stakeholder concerns and identify and engage key influencers and community resources necessary for success
- Influence others to take action and demand change

Develop and Lead High Performing Teams

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

Strategic Planning and Problem Solving

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

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

EDUCATIONAL AND PROFESSIONAL QUALIFICATIONS:

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

CERTIFICATE REQUIREMENTS:

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

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

Please deliver in person to:
Syracuse City School District
Jaime Alicea, Deputy Superintendent
725 Harrison Street
Syracuse, NY 13210

OR

Send certified mail, return receipt requested, to:
Syracuse City School District
Jaime Alicea, Deputy Superintendent
1025 Erie Boulevard West
Syracuse, NY 13204

TURNAROUND COACH

(for Priority/Innovation Zone schools/classrooms)

The Syracuse City School District is undergoing a new phase of innovation and transformation with the goal of ensuring that all students graduate high school with the skills needed to be ready for college and career. For Syracuse, all means all – including students who fall behind or have been considered "hard to serve" for a host of reasons. The School Board and Syracuse community have charged Superintendent Sharon Contreras with improving student achievement, and she is seeking a dedicated leadership team to partner with her in moving the district toward its goals. The Syracuse City School District represents 31 schools and 2 alternative education programs, serving 21,030 students Pre-K – 12, of whom 80% qualify for free or reduced price lunch, 20% are served by the Office of Special Education, and 74% are students of color.

JOB DESCRIPTION:
The Turnaround Coach will provide classroom coaching and outstanding, individualized professional development to SCSD teachers as they work to cultivate positive school culture and dramatically transform student achievement in the district's Innovation Zone schools. As the role of turnaround coach is a key component of the district's strategy to support dramatic transformation of its lowest-performing schools, responsibilities and qualifications may be differentiated somewhat by school site in order to best meet the specific needs of that school's faculty and students (i.e., an iZone school with STEM focus may seek to employ a turnaround coach with STEM expertise not requisite for a different iZone school). The primary role of each turnaround coach is to work with teachers to support best practices in classroom management and student engagement, provide analysis of school-wide trends in support of school turnaround priorities, and make recommendations about potential next steps to address areas of need.

Turnaround coaches will be expected to support teachers at multiple grade levels and across all subjects, as the focus of their support is not subject area-specific. As an advisor to teachers and principals, the turnaround coach is responsible for providing support in execution of consistent and positive behavior management, engaging and culturally relevant 21-st century instructional strategies, and research-based practices for effective school turnaround. Successful coaches have themselves been successful and innovative teachers of children, and also possess the skills necessary to mentor adult learners and expedite the professional growth curves of iZone teachers.

REPORTS TO: Executive Director of Turnaround

DUTIES AND RESPONSIBILITIES:
- Utilize a repertoire of strategies to support teachers, potentially including but not limited to: real-time classroom coaching, co-teaching, modeling and demonstration lessons, co-planning, classroom observations with comprehensive analysis and feedback
- Collaborate with individual teachers and teacher teams based on identified/expressed areas of need
- Develop expertise and serve as a resource in identifying appropriate research-based classroom management and student engagement strategies and interventions
- Support teachers in meeting their own development goals within the SCSD Teaching and Learning Framework
- In both individualized and group settings, provide professional development and materials to support teachers and move forward the specific mission, vision, and goals of the Innovation Zone school
- Cultivate a positive and results-oriented school culture with a sense of urgency and high expectations for all children and adults
- Collaborate actively with the Turnaround School Team in determining appropriate resources and support for teachers
- Collaborate actively with instructional (math and ELA) coaches as well as turnaround coaches from other iZone schools to cultivate an aligned and results-oriented school culture in which all teachers feel empowered to succeed
- Lead teacher study groups and support collaborative teaching teams
- Complete any additional duties as assigned by the Executive Director of Turnaround

KNOWLEDGE, EXPERIENCE AND TRAINING:

- Strong record of helping students achieve academic success, primarily with students of color and low-income students
- Significant experience with developmentally appropriate best practices for classroom management and student engagement
- Ability to model positive and healthy character traits and habits, such as being organized, consistent and understanding.
- Comfort and willingness to actively participate in school community
- Unquestioned integrity and commitment to the SCSD mission and willingness to serve the SCSD and Innovation Zone community
- Experience in professional development and leadership roles working with adults
- Ability to plan, model, coach and provide feedback to individual teachers and teams of teachers

QUALIFICATIONS:

- Minimum five (5) years of successful urban teaching experience required
- Preferred: three (3) years experience leading other teachers to achieve strong academic results
- Possess an entrepreneurial spirit; be flexible, willing and able to play different support and leadership roles at the school; and be willing to go above and beyond to meet the varied and constant needs of the students of the Innovation Zone
- Excellent organizational, communication and facilitation skills

SPECIAL REQUIREMENTS:

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

Literacy Instructional Coach - Elementary

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

JOB DESCRIPTION:

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

REPORTS TO:

Supervisor of English Language Arts

DUTIES AND RESPONSIBILITIES:

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

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

KNOWLEDGE, EXPERIENCE AND TRAINING:

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

QUALIFICATIONS:

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

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

SPECIAL REQUIREMENTS:

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

Mathematics Instructional Coach - Elementary

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

JOB DESCRIPTION:

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

REPORTS TO:

Coordinator for Mathematics

DUTIES AND RESPONSIBILITIES:

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

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

KNOWLEDGE, EXPERIENCE AND TRAINING:

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

QUALIFICATIONS:

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

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

SPECIAL REQUIREMENTS:

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

SCSD Innovation Zone Roles for SIG Application –

Operations Coordinator

Job Title	Operations Coordinator
Type of Employment	Full Time
Description	Under the direction of the Executive Director, the Operations Coordinator is responsible for maintaining a consistent, embedded and intense presence in the iZone schools to provide direct support to school leadership and staff in organizing and synchronizing day-to-day operations. Whenever issues are identified with the physical environment/appearance and function of the interior and exterior public spaces of the school, functionality and availability of technology and other instructional resources, or any other operational concerns that could distract school leadership from important responsibilities, the Ops Coordinator is expected to streamline communication and receipt of the necessary supports from appropriate SCSD departments. The Ops Coordinator may also assist in identifying operational best practice and scaling such practices across iZone schools, as well as executing ad hoc tasks assigned by the Executive Director of Turnaround.
Duties	• Maintain a consistent, embedded, and intense presence in iZone buildings to ensure all operational concerns are running smoothly in support of the teaching and learning that is the priority of the building • Develop, streamline, implement, and sustain best practices across iZone schools that drive efficiency, creative use of resources, and a high-functioning school level operations team • Liaise actively and directly between iZone schools and SCSD Operations Directors to expedite effective operations delivery • Support iZone school leaders to identify problems in operations processes and resolve them in quickly and timely manner • Support iZone school leaders in coordinating and managing project tasks to ensure project quality delivery
Qualifications	• BA/BS degree preferred • Experience in operations and/or project management highly preferred • Fluency in use of Microsoft Word, Access, Excel preferred • Strategic thinker with a positive, "get it done" attitude; able to build relationships across departments and functions of a large organization • Strong problem-solving skills, especially under urgent conditions and in a highly collaborative, complex, rapidly changing environment • Passion for high-paced work of school turnaround and commitment to student achievement • Must be able to meet deadlines, multi-task , and interact personably and respectfully with staff at school and district level • Excellent oral and written communication skills preferred

Syracuse City
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Personnel Division
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Phone 315•435•4525 Fax 315•435•4023

Position Openings

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11/28/11

EXECUTIVE DIRECTOR OF TURNAROUND

Funding is contingent upon receipt of the School Innovation Fund (SIF) Grant

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

The Office of School Transformation and Innovation (OSTI) is a newly created division of the Syracuse City School District Central Office designed to address the urgent and specific needs of those students enrolled in persistently low-achieving schools (PLAS). This office, under the guidance of Superintendent Sharon Contreras, will be responsible for overseeing PLAS in the Syracuse City School District (SCSD) and for ensuring a culture of innovation District-wide. The OSTI will support whole school reform efforts by designing and implementing school-based decision-making models, broad stakeholder engagement strategies, strategies for expanded autonomy with clear accountability, and high performance standards.

JOB DESCRIPTION:
The Executive Director of Turnaround will be a critical member of the Syracuse City School District Office of School Transformation and Innovation (OSTI). Reporting directly to the Chief Transformation Officer, the Executive Director of Turnaround will be responsible for managing and developing the capacity of a new Lead Partner unit which will manage the transformation of a cluster of schools identified as Persistently Lowest Achieving (PLA).

REPORTS TO: Chief Transformation Officer

DUTIES AND RESPONSIBILITIES:

The Executive Director of Turnaround will be responsible for accomplishing the following:

School Supervision, Management and Development

- Develop and guide principal and leadership teams in their roles as instructional leaders and managers.
- Provide leadership, training and guidance for both principals and Lead Partner staff in "change management" principles.
- Provide scalable instructional program leadership to principals with specific responsibility for planning, development, implementation, assessment and improvement across all current and future schools.
- In partnership with the OSTI and principals, determine and implement the academic priorities of OSTI in the schools.
- Support principals to ensure high quality implementation of the schools' educational designs, including standards, assessments, instructional guidelines and school culture.
- Assist principals in monitoring and evaluating effectiveness of programs as well as identifying and acquiring appropriate program resources to ensure that curricula are student-focused and aligned with schools' missions, core values, academic standards and strategic goals.

School Supervision, Management and Development (continued)

- Collaborate with principals and OSTI on individual professional development for principals and direct reports.
- Monitor, provide feedback to and evaluate principals and academic team members.
- Collaborate with principals on hiring of staff when appropriate.
- Support OSTI in recruiting and training incoming principals.
- Work with OSTI and incoming principals on school design planning and implementation.

Curricular and Instructional Leadership

- Provide leadership and support in adopting research-proven, standards-based instructional practice.
- Drive alignment throughout OSTI schools.
- Support principals in creating coherency in instructional practice/routines within schools.
- Facilitate establishment of communities of practice among all principals and teachers in OSTI schools.
- Work with principals to interpret data and create action plans for school improvement.
- Assist principals in planning and training for data-driven instruction.
- Assist principals with on-boarding of new teachers and staff.
- Guide in developing the instructional practice and expertise of future principals.
- Ensure that schools are implementing special education services in accordance with the law.

School Culture

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

EDUCATION, TRAINING AND EXPERIENCE:

- Minimum of a Master's degree from an accredited college or university in educational administration or school supervision.
- Significant K-12 urban teaching experience and prior success in a school leadership position (as either a School Leader/Principal or an Assistant Principal) with a significant focus on academic achievement and instruction. Strong preference for candidates with prior experience in a charter or independent school environment.
- Outstanding organizational skills and high attention to detail; outstanding written and oral communication skills.
- Ability to manage the challenging multiple priorities inherent in an entrepreneurial environment.
- Proactive problem solver who demonstrates initiative.
- Strong work ethic coupled with an enthusiastic and passionate approach to one's work.
- Commitment to the belief that all students can learn and to the mission of educational equity.
- Strong working knowledge of the national K-12 landscape, specifically with respect to measuring school effectiveness and how to deploy the various models used to achieve academic excellence.
- Strong critical thinking skills and the ability to select, develop and/or implement useful resources to drive improved educational outcomes.
- Demonstrated success as a manager with the ability to build and lead a team of several dozen professionals, preferably within a school, district or related enterprise.
- Exceptional interpersonal skills with demonstrated success in navigating complex environments while building and maintaining relationships, particularly in a time of growth and change.
- Entrepreneurial and collaborative mindset with a track record of successful development and execution of plans and goals.
- Experience managing change in large, complex environments with multiple stakeholders and a wide array of divergent points of view.
- Professional maturity with the ability to manage multiple competing priorities, while consistently demonstrating sound judgment and disciplined thinking.

EXECUTIVE DIRECTOR OF TURNAROUND – *continued*

EDUCATION, TRAINING AND EXPERIENCE *(continued)*:

- Strong writing, communication and presentation skills, with an ability to motivate and inspire a diverse set of stakeholders toward a common goal.
- Ability to be visionary and strategic is essential.

QUALIFICATIONS:

- Minimum of ten years of work experience with an emphasis on student achievement and demonstrated success implementing alternative learning models in K-12 educational settings.

CERTIFICATE REQUIREMENTS:

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

HIRING RANGE: $110,000 – $125,000 (12-month position / non-union position)
Competitive compensation and benefits package commensurate with experience

CONTACT: Jaime Alicea, Deputy Superintendent for Operations and Business, at (315) 435-4212

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

All applicants must apply in writing and deliver application in person, by certified mail, return receipt requested, or by via electronic mail to JAlicea@scsd.us by 4:30 PM on MONDAY, DECEMBER 5, 2011.

Please deliver in person to:
Syracuse City School District
Jaime Alicea, Deputy Superintendent
725 Harrison Street
Syracuse, NY 13210

OR

Send certified mail, return receipt requested, to:
Syracuse City School District
Jaime Alicea, Deputy Superintendent
1025 Erie Boulevard West
Syracuse, NY 13204

NO APPLICATIONS WILL BE ACCEPTED AFTER 4:30 P.M. ON MONDAY, DECEMBER 5, 2011

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1/15/13

TEACHER, Innovation Zone School(s)

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JOB DESCRIPTION:
The district is committed to ensuring that there is an effective school leader at the helm of every school and a high quality teacher in every classroom. Innovation Zone teachers ensure rigorous instruction and achievement outcomes for students in iZone schools. This includes: planning and executing high-quality lessons and standards-aligned activities; establishing and protecting a supportive, productive and positive learning environment; maintaining strong classroom management practices; instituting data-driven instruction and formative as well as summative assessments; remaining professional and in consistent communication with families, students and staff at all times.

REPORTS TO: Principal, Innovation Zone School

DUTIES AND RESPONSIBILITIES:

The Innovation Zone School Teacher will be expected to fulfill the following responsibilities:

Results Orientation
- Promote a widely shared institutional belief that every child deserves and can have expert instruction and that it is their responsibility to ensure this practice
- Set high performance goals for self and others despite instability and obstacles to success
- Create a sense of urgency and take immediate action to ensure early successes
- Establish and enforce high standards for excellence with students and colleagues
- Relentlessly focus classroom lessons, activities, and objectives on student achievement

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

Impact and Influence
- Establish a classroom culture of learning and achievement
- Act consistently to influence others' thinking and behavior to achieve results
- Communicate a clear vision of success and benefits to engage stakeholders (e.g. families, students, colleagues)
- Identify and engage colleagues to drive consensus, build trust and facilitate change
- Influence others to take action and demand change

Develop and Execute Rigorous, Standards-Aligned Instruction

- Know and execute teaching and learning best practices, including involving different modalities and engaging a variety of students
- Teach and re-teach content as needed, using diverse strategies and student groupings to ensure understanding and mastery of content
- Quickly recognize patterns and trends related to student academic performance
- Identify appropriate metrics and use qualitative and quantitative data to assess performance and drive goals and decision-making.
- Recognize cause and effect between instructional activities and results

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

EDUCATIONAL AND PROFESSIONAL QUALIFICATIONS:

- Possession of a Master's Degree in Educational Leadership or related field
- Minimum of two years' classroom teaching experience preferred
- Adaptable to the complexities of the urban school environment
- Strong belief that all students can learn at high levels and focus on building this culture school-wide
- Proven experience working in urban schools to accelerate student academic and learning performance
- Establishes a safe classroom culture that is conducive to student needs and student learning
- Familiar with instructional best practices to build and sustain student achivement
- Knowledge of current trends and best practices in education policy and research, including comprehensive assessment systems and data-driven instruction

CERTIFICATE REQUIREMENTS:

- New York State Teaching Certificate

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Attachment A

Consultation and Collaboration Form

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.

Seymour Dual Language Academy

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)	1-23-13	
Type or print name Dean DeSantis, President, SAAS		
Teachers Union President / Lead	**Date**	**Summary Documentation if Signature is Unobtainable** If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)	1/25/13	
Type or print name Kevin Ahern, President, STA		
Parent Group President / Lead	**Date**	**Summary Documentation if Signature is Unobtainable** If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)	1/10/13	
Type or print name Lisa Edet		

Attachment B

School-Level Baseline Data and Target Setting Chart

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

Seymour

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		66,343	64,800	75,600	75,600	75,600
b. Student participation in State ELA assessment	%		97.23	99.52	100%	100%	100%
c. Student participation in State Math assessment	%		98.38	97.58	100%	100%	100%
d. Drop-out rate	%		N/A	N/A			
e. Student average daily attendance	%		92.00	87.60	100%	100%	100%
f. Student completion of advanced coursework			N/A	N/A	N/A	N/A	N/A
g. Suspension rate	%		7.85	8.97	1%	1%	1%
h. Number of discipline referrals	num		N/A	761	533	373	261
i. Truancy rate	%		0.88	0.00	0.00	0.00	0.00
j. Teacher attendance rate	%		94.72	94.43	100%	100%	100%
k. Teachers rated as "effective" and "highly effective"	%		N/A	N/A	85%	90%	95%
l. Hours of professional development to improve teacher performance	num		129.5	140	220	220	220
m. Hours of professional development to improve leadership and governance	num		102	140	180	180	180
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num		0	60	60	60	60
II. Academic Indicators							
o. ELA performance index	PI		90.70	61.58	98	133	168
p. Math performance index	PI		96.09	61.05	99	137	177
q. Student scoring "proficient" or higher on ELA assessment	%		24.21	12.75	25%	40%	70%
r. Students scoring "proficient" or higher on Math assessment	%		26.87	12.87	30%	45%	80%
s. Average SAT score	score		N/A	N/A	N/A	N/A	N/A
t. Students taking PSAT	num		N/A	N/A	N/A	N/A	N/A
u. Students receiving Regents diploma with advanced designation	%		N/A	N/A	N/A	N/A	N/A
v. High school graduation rate	%		N/A	N/A	N/A	N/A	N/A
w. Ninth graders being retained	%		N/A	N/A	N/A	N/A	N/A
x. High school graduates accepted into two or four year colleges	%		N/A	N/A	N/A	N/A	N/A

Data Sources:

Item a: Determined by calculating the number of minutes between start time of the first standard period of the day and end time of the last standard period of the day, multiplied by the total number of school days between 9/1/12 and 6/30/13 (180 days). District average is based grade configuration of the targeted school (i.e., elementary, middle or K-8).

Items b. and c: L2RPT Report. Elementary/Middle-Level Accountability Data Verification Report, Data Contained in the Student Information Repository System. Refresh Date: 10/14/12. Retrieved Date: 1/9/13;
Baseline date: 2011-2012

Items d. f. and k: Does not apply to the school or data is not available

Item e: SCSD eSchool student management system. Retrieved Date: January 11, 2013. Baseline date: 9/1/2011 – 6/30/12. It excludes pre-kindergarten and summer school data. The SCSD total student Attendance Rate only reflects the attendance of regular ES, MS, K8, HS, Elmcrest, Johnson Center and McCarthy at Beard. Annual Attendance Rate is determined by dividing the school's total actual attendance by the total possible attendance for a school year. A school's actual attendance is the sum of the number of students in attendance on each day the school was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school was open during the school year.

Item g: SCSD eSchool student management system. Retrieved Date: 1/11/13. Baseline date: 9/7/11 – 6/30/12. It excludes pre-kindergarten and summer school data. The District Average Suspension Rate is calculated based upon the grade-level configuration of the targeted school (elementary, middle, K-8). Student Suspension rate is determined by dividing the number of students who were suspended (in-school-suspension is not included) for one full day or longer anytime during the school year by the BEDs day enrollment of 2011-2012. A student is counted only once, regardless of whether the student was suspended one or more times during 2011-2012

Item h: Discipline referral data are not maintained at the district level, but are instead kept in varying forms in the schools' offices. It was not possible at the time of this reporting to ascertain a district average.

Item i: SCSD eSchool student management system. Retrieved Date: January 11, 2013. Baseline date: Sep 7th 2011 - June 30th 2012. It excludes pre-kindergarten and summer school data. The SCSD total student Truancy Rate only reflects the truancy of regular ES, MS, K8, HS, Elmcrest, Johnson Center and McCarthy at Beard. Truancy Rate is determined by using the total number of students who had a "DLA" withdraw code (meaning that a student did not come to school for 20 or more days) between September 7th, 2011-June 30th, 2012 divided by the BEDs day enrollment for 2011-2012

Item j: SCSD Peoplesoft system. Retrieved Date: January 14, 2013. Baseline date: Sep 7, 2011 - June 30, 2012. It excludes pre-kindergarten and summer school data.

Items l, m & n: Data maintained by the SCSD Director of Professional Development for PD occurring July 1, 2011 – June 30, 2012. Hours reflect total number of hours of district-wide PD *offered* in each category.

Item j: SCSD Peoplesoft system. Retrieved Date: January 14, 2013. Baseline date: September 7, 2011 - June 30, 2012. It excludes pre-kindergarten and summer school data.

Items q. and r: L2RPT Report. Elementary/Middle-Level Accountability Data Verification Report, Data Contained in the Student Information Repository System. Refresh Date: October 14, 2012. Retrieved Date: September 4, 2012
Baseline date: 2011-2012 (Note: Westside Academy opened in 2011-2012, so we do not have the baseline data for this school.)

Items o. and p: L2RPT Report. Elementary/Middle-Level Accountability Data Verification Report, Data Contained in the Student Information Repository System. Refresh Date: October 11, 2011. Retrieved Date: January 9, 2013;
Baseline date: 2010-2011. (Note: Westside Academy opened in 2011-2012, so we do not have the baseline data for this school in 2010-2011.)

Attachment C

Evidence of Partner Effectiveness Chart

Attachment C
Evidence of Partner Effectiveness Chart

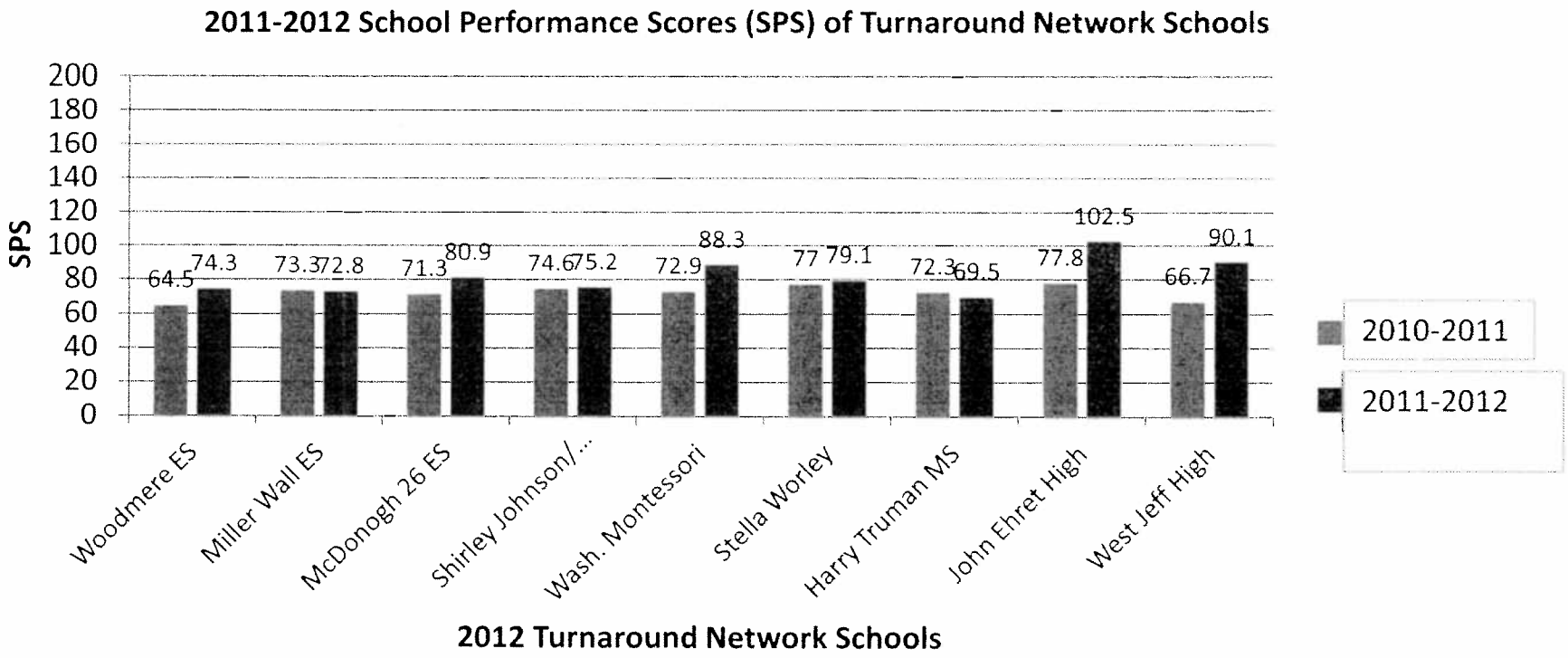
Seymour Elementary School

Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Mass Insight Education's School Turnaround Group 18 Tremont Street, Suite 1010 Boston, MA 02108 Phone: (617) 778-1500 Mass Insight Education's School Turnaround Group works with school districts and state education agencies to redesign the way they support their lowest-performing schools and to establish the conditions and capacity necessary to sustain academic results in turnaround environments.	1. Central Falls, Rhode Island (CF Schools)	1. Dr. Frances Gallo, Superintendent of Schools gallof@cfschools.net
	2. Jefferson Parish, Louisiana (JPPSS)	2. Dr. James Meza, Acting Superintendent of Schools James.Meza@jppss.k12.la.us
Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
The Achievement Network (ANeT) Amrutha Nagarajan, Director, New Partnerships 225 Friend Street, Suite 704 Boston, MA 02114 Phone: (617) 725-0000 ext. 112	1. New York City – 24 charters	1) Seth Andrew, CEO Democracy Prep Schools sandrew@democracyprep.org
	2. Jefferson Parish, LA – 24 schools	2) Karen Bucher, Network Executive Director Jefferson Parish Schools, Karen.Bucher@jppss.k12.la.us
	3. Springfield (MA) Public Schools – 30 schools	3) Kate Fenton, CAO Springfield Public Schools fentonk@sps.springfield.ma.us
	4. Washington, D.C. Public Schools – 26 schools	4) Brian Pick, Deputy CAO for Curriculum & Instruction DCPS

ANeT provides professional development to schools on the effective use of Data Driven Strategies to identify and close achievement gaps.		Brian.pick@dc.gov
Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
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 / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Pearson 1919 M Street NW	1. 184 secondary schools	1. Patricia Pernin, Coordinator, Learning Teams Los Angeles Unified School District

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.	2. 13 elementary schools	2. 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 / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
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

JPPSS: Gains in 2012 Turnaround Network Schools



All but two schools in the newly created Turnaround Network showed gains in School Performance Score (SPS) based primarily on student achievement.

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SCHOOL TURNAROUND GROUP
MASS INSIGHT EDUCATION

JPPSS: District-wide Gains and STG Impact

District-wide gains

- **Twenty-seven** JPPSS schools recognized by the state as **"Top Gains"** schools based on growth in SPS.
- **Meeting the Superintendent's goal for 2011-2012**, the district's "grade" jumped from a D to a C based on its cumulative school performance score. JPPSS rose from ranking 51st to 42nd out of 71 districts statewide.
- JPPSS had a cumulative 3-point rise in the percentage of students scoring Basic or above, tying it with several other districts for the **4th highest jump in the state.**

STG impact

- Restructured the district into **six school networks** each with a Network Executive Directors (NEDs) and School Support Specialists (S3s), and trained these staff members to **directly serve schools**. One principal reported to the press that extra attention from the Turnaround NED contributed to her school's improvements.
- Reorganized the central office into **five units designed to serve educators and students strategically**, including a Student Support Unit, Strategic Initiatives Unit, and Human Capital Unit.
- Staffed the units with high-capacity individuals from both inside and outside the district **committed to improving student outcomes**, bringing **fresh energy, talent, and an aligned mission** to the district.
- Changed conditions to enable **school-level autonomy** through strategically modified HR policies and advising through ongoing union negotiations.

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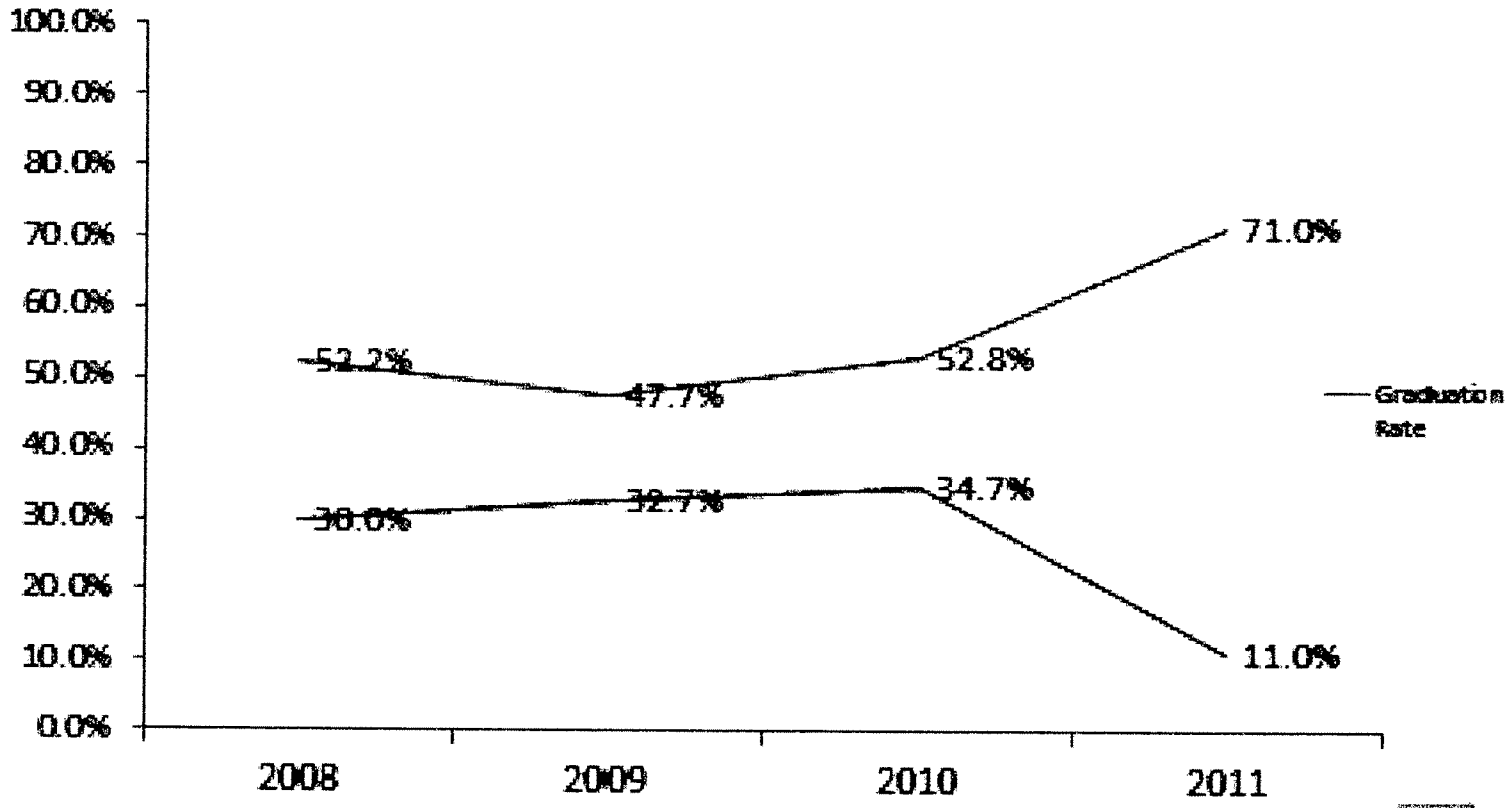
Central Falls: Graduation and Dropout Rates

There has been a substantial increase in the graduation rate and a substantial decrease in the dropout rate.



achievement net

ANet results summary 2011-2012

December 2012

In its first year of partnership with ANet, The Henderson achieved the highest gains of any BPS school in ELA

Profile of the Henderson Elementary

Number of students: 105

Grades: K-5

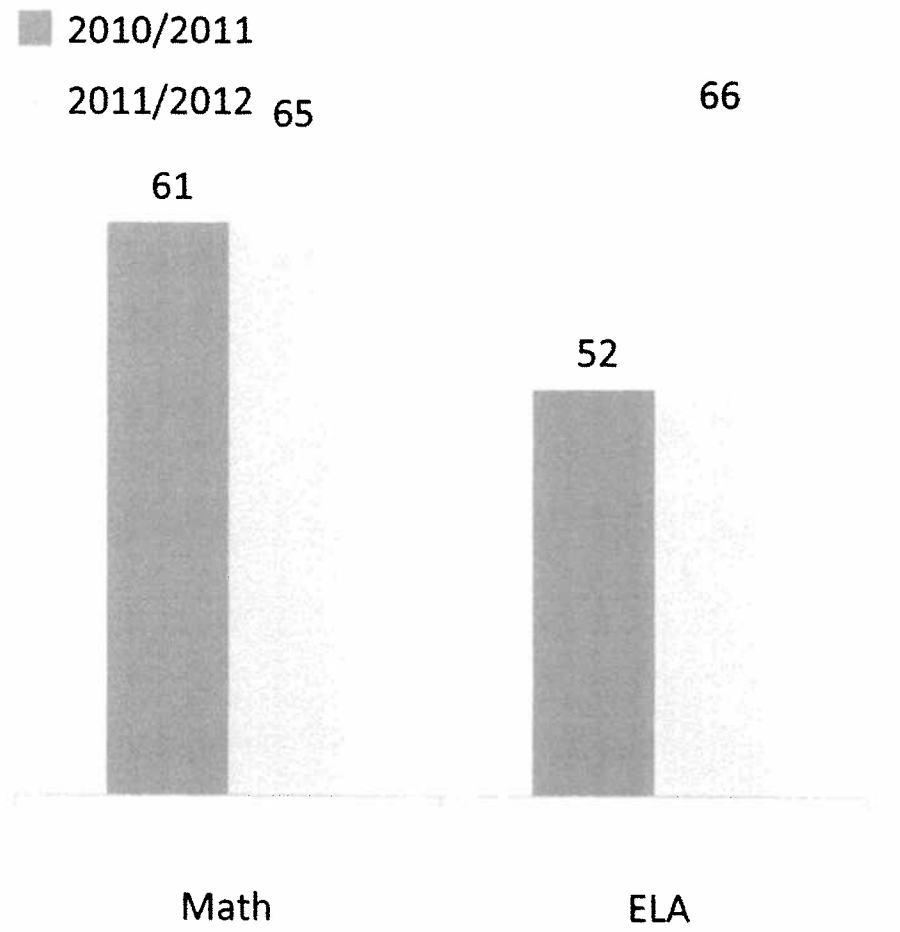
Model: Full inclusion school

Key changes:

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

Percent of students achieving advanced/proficient

2010/2011 vs. 2011/2012



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

Denotes ANet partner school

Student Growth Percentile (ELA)

Rank among BPS Schools, 2011-2012

1. Dr. William Henderson (75th percentile)
2. Orchard Gardens (70th percentile)
3. Curtis Guild (67th percentile)
4. Samuel Adams (66th percentile)
5. Eliot Elementary (61st percentile)

Student growth percentile (math)

Rank among BPS Schools, 2011-2012

1. Dr. William Henderson (81st percentile)
2. Patrick J. Kennedy (80th percentile)
3. Roger Clap (78th percentile)
4. Eliot Elementary (76th percentile)
5. Orchard Gardens (74th percentile)
6. Blackstone (71st percentile)

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

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

Difference in achievement gain for ANet schools compared to BPS average

Percentage point change in students scoring advanced/proficient

ELA

2011/2012 **+2.7%**

2010/2011 +3.9%

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

Math

2011/2012 **+1.8%**

2010/2011 +2.3%

Gains at ANet schools were 1.8% greater than non-ANet gains in 2012 and 2.3% greater in 2011

* Cohort analysis based on SY 2011 vs. 2012 MCAS proficiency rates

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

Profile of Woodson South

Number of students: 376

Grades: Pre-K to 8

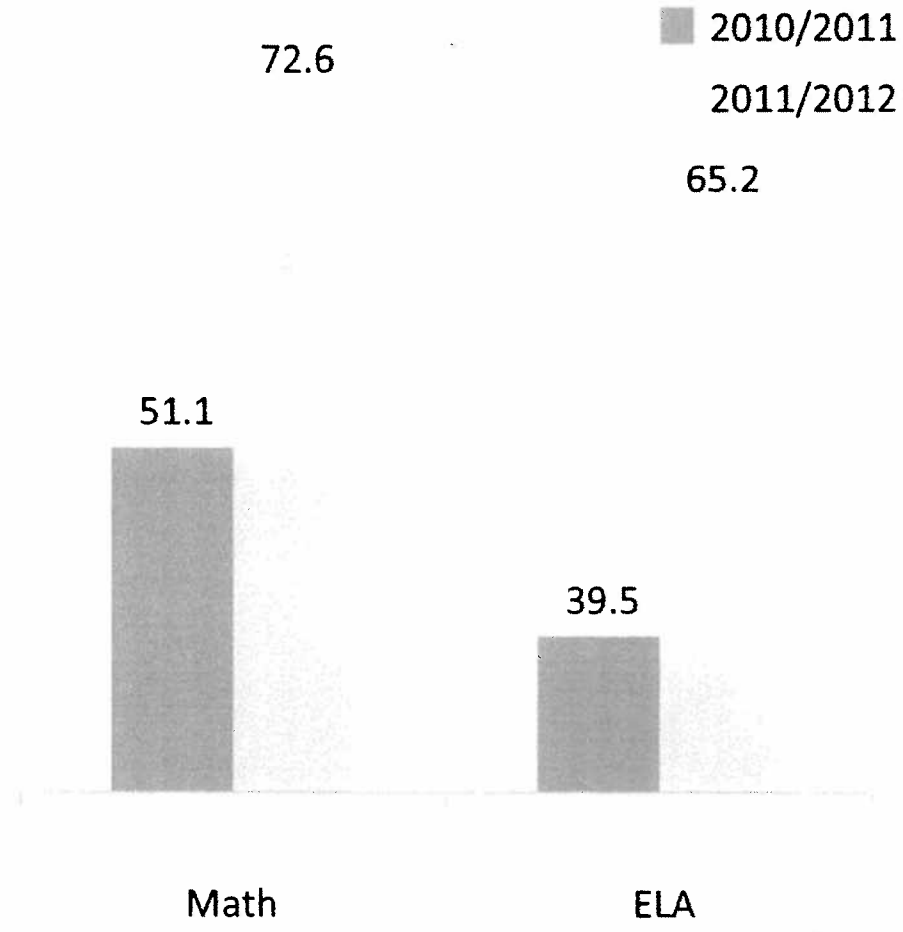
Demographics: 94% low income, 96% African America, 3.5% Hispanic

Key changes:

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

Percent of students achieving advanced/proficient

2010/2011 vs. 2011/2012



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

Student progress, Spring 2011 vs. Spring 2012

Percent advanced or proficient (cohort)

ELA

ANet CPS Schools +5.2%

Non-ANet CPS Schools +3.3%

ANet schools perform 1.6x better

Math

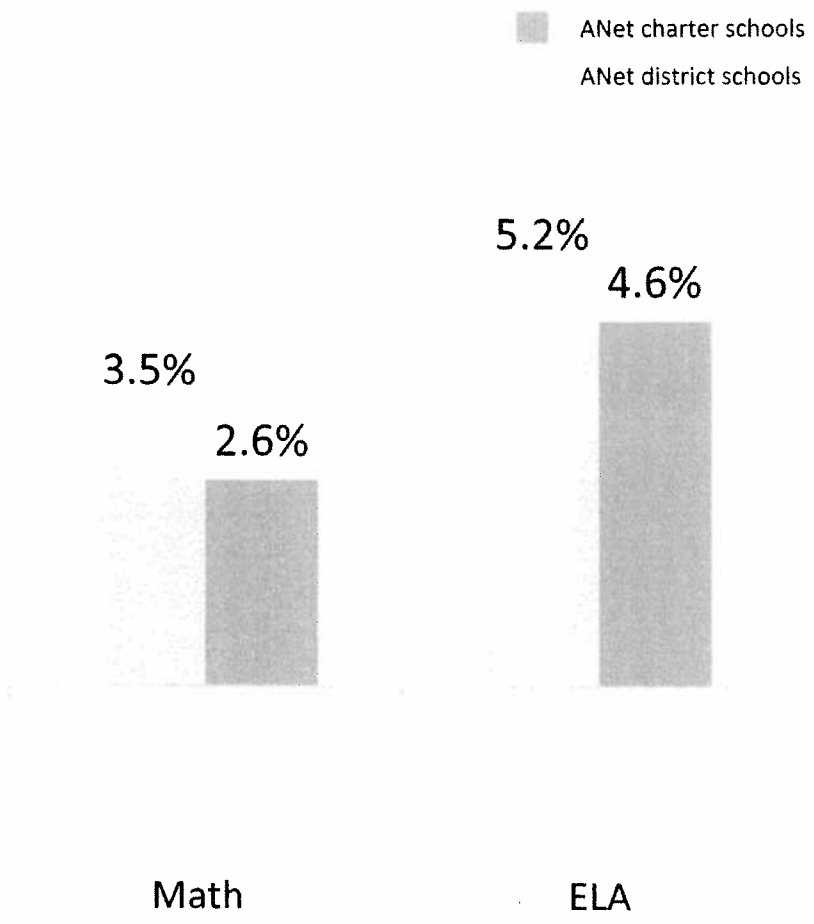
ANet CPS Schools +3.5%

Non-ANet CPS Schools +1.6%

ANet schools perform 2.2x better

ANet is helping both charter and district school partners improve their performance

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

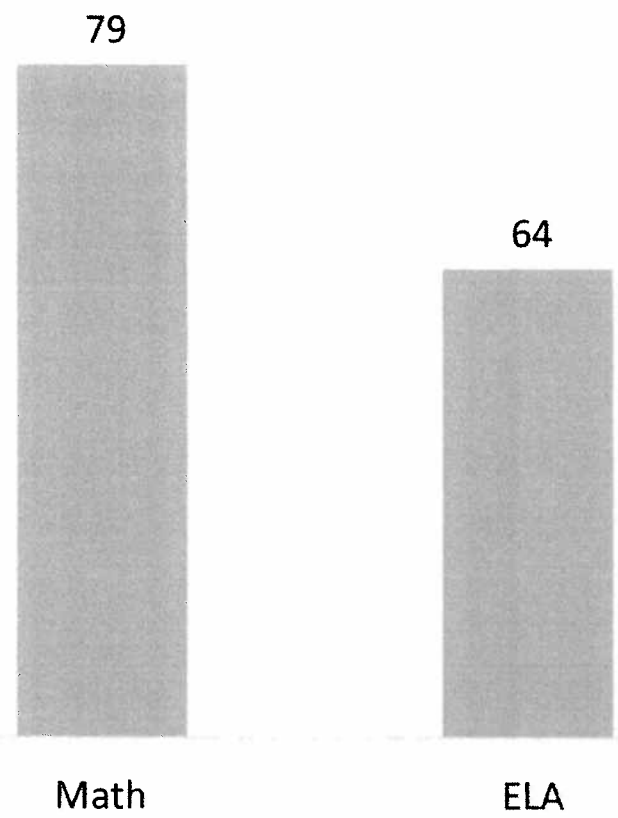


ANet has helped its district partners recognize greater gains than its charter partners

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

Percent of students achieving advanced/proficient

2012



Keys to Nashville Prep's success

- Nashville Prep dedicated significant time to item analysis, skill prioritization and unwrapping the meaning of state standards
- Teachers used ANet data points to create targeted student learning clusters for small group work to ensure all students mastered necessary skill sets

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

Among Tennessee charter schools, 6 of the top 8 performers were ANet partner schools

Denotes ANet partner school

Student growth relative to comparable students*

Ranking by effect size

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

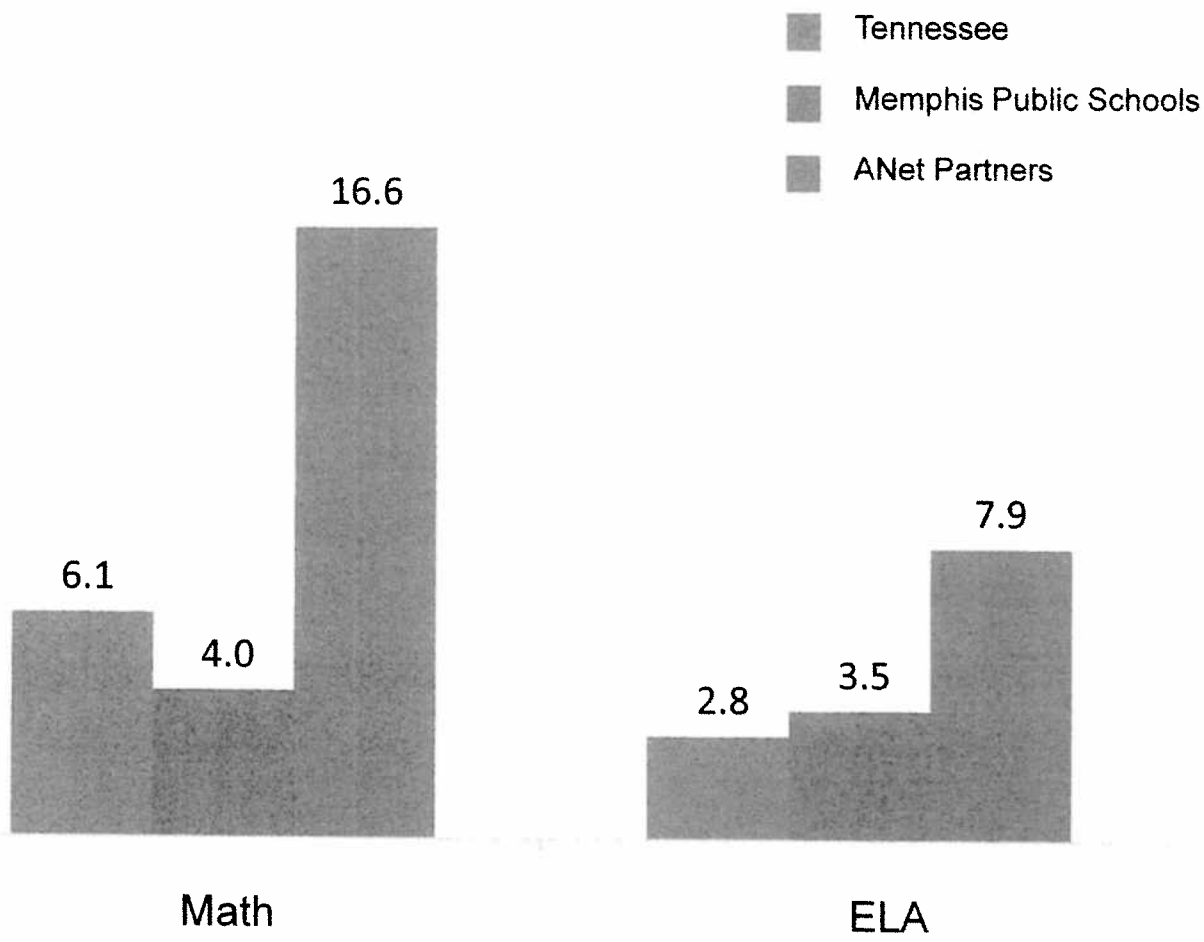
All ANet partner schools were shown to have positive effects in the matched comparison study

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

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

Student achievement gain, Spring 2011 to Spring 2012*

Percentage point change in students scoring advanced/proficient

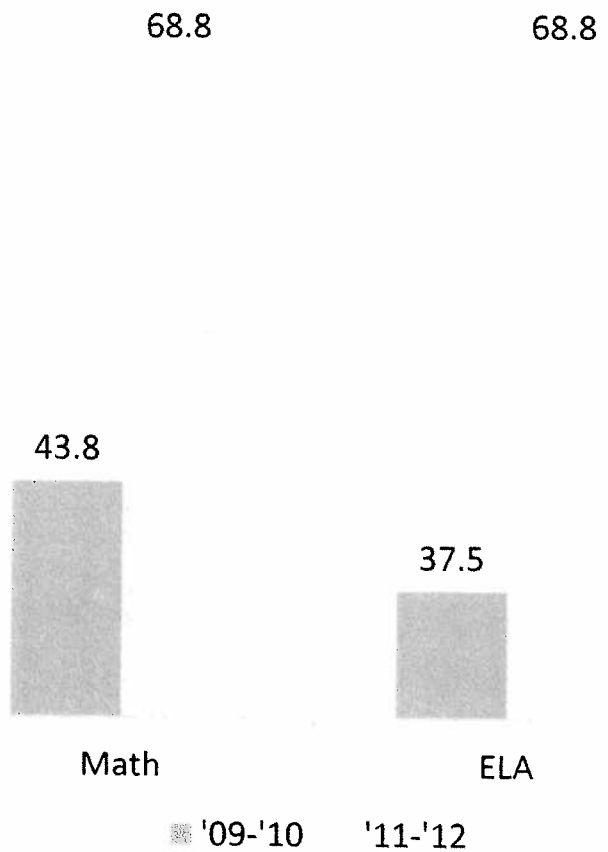


ANet schools achieved more than 2.5X the gains of average schools in Tennessee

* Cross-sectional analysis

In its second year with ANet Brent Elementary made tremendous strides by effectively using data for re-teaching

Cohort proficiency rates, Brent Elementary



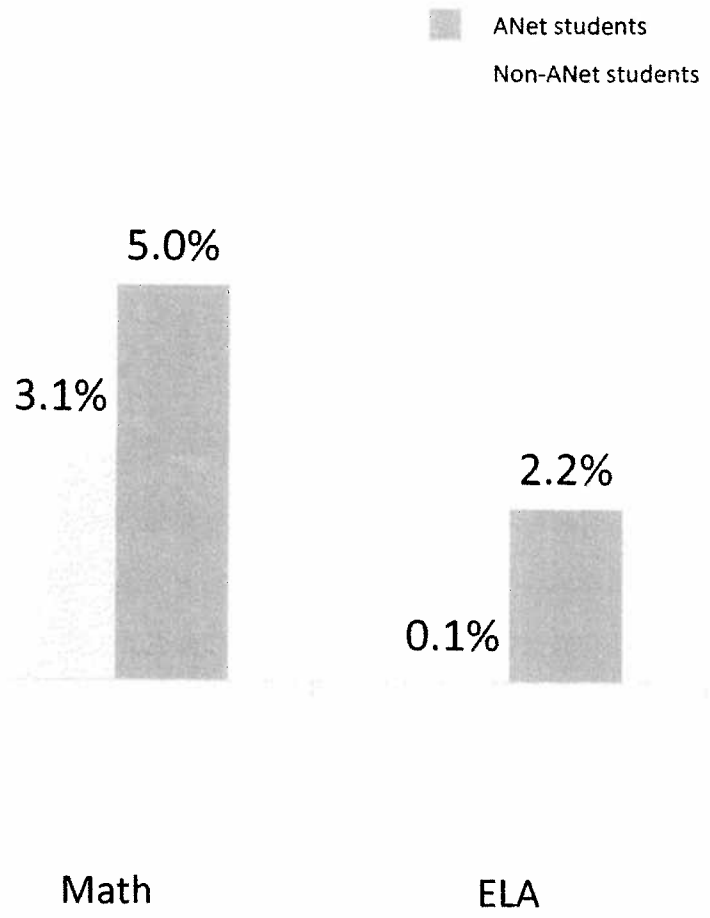
I feel that the coaching and assessments/reports are most important and most applicable for our school. We use the reports and assessment results as the basis for the re-teaching plans, and the coach is integral in supporting the team

-School Leader, Brent

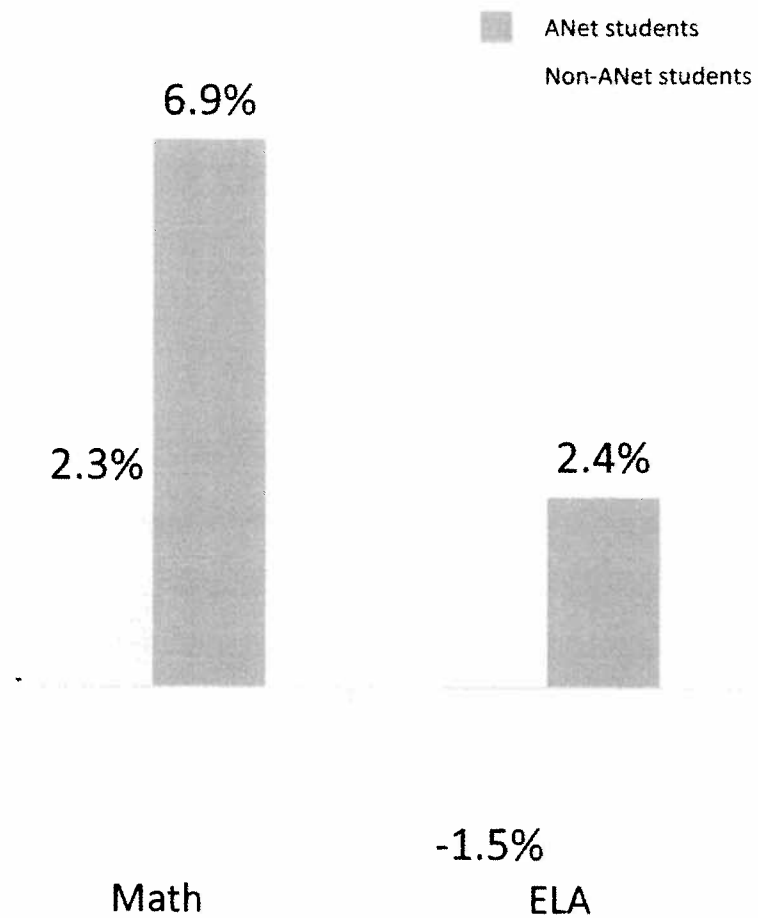
- ANet coaches have helped Brent create re-teaching time in the classroom and outside of the classroom to support students on individual skills
- When Brent first started working with ANet, less than 45% of their 3rd graders were proficient in ELA and Math
- Looking at the same students, nearly 70% are proficient in both ELA and Math as they leave the school as 5th graders

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

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

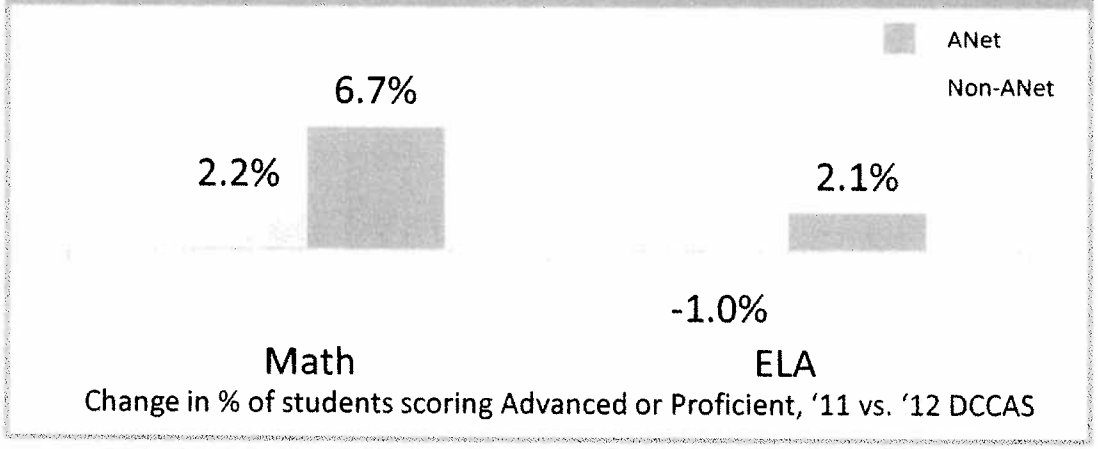


Change in percent of students achieving advanced or proficient, **Spring '11 vs Spring '12**



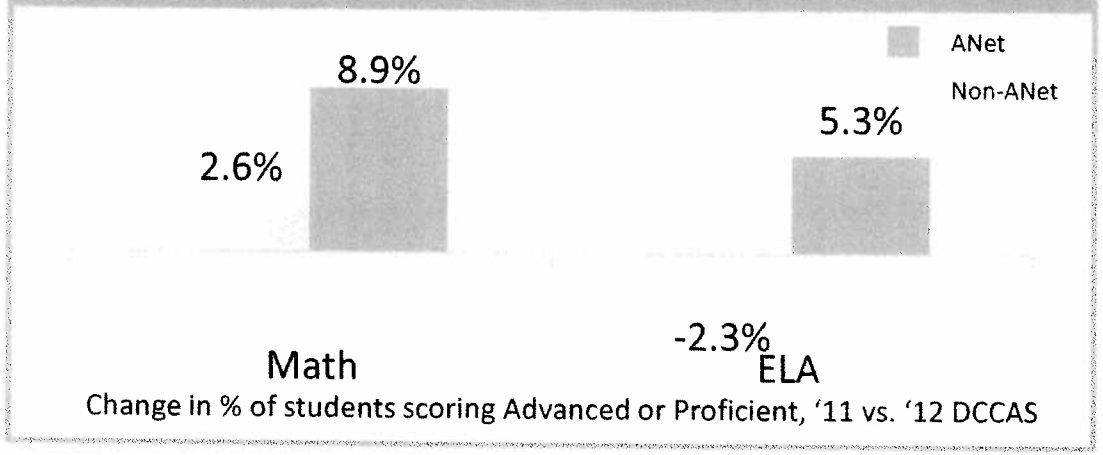
The longer DCPS schools had been ANet partners, the higher their gains were during the 2011-2012 academic year

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



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

Third-year ANet partners achieved 6.3% greater gains than non-ANet schools in math and 7.6% greater in ELA from '11 to '12



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

After the '11/'12 school year, ANet had, for the first time, data for schools that had partnered with us for three years.

Schools that had been with us for three years did **even better** than schools that had been with us for just one year.

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

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

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

ANet is having large scale impact within districts, with partners increasing achievement twice as fast as non-ANet schools

ANet Schools Non-ANet Schools

	Boston Public Schools	Springfield Public Schools	D.C. Public Schools
	% increase in A/P*	% increase in A/P*	% increase in A/P**
2012 ELA Example	3.3%	5.2%	2.1%
	0.6%	2.2%	-1.0%
Schools working with ANet	25	32	26
Total district penetration	30%	67%	19%
Year founded	2005	2010	2008

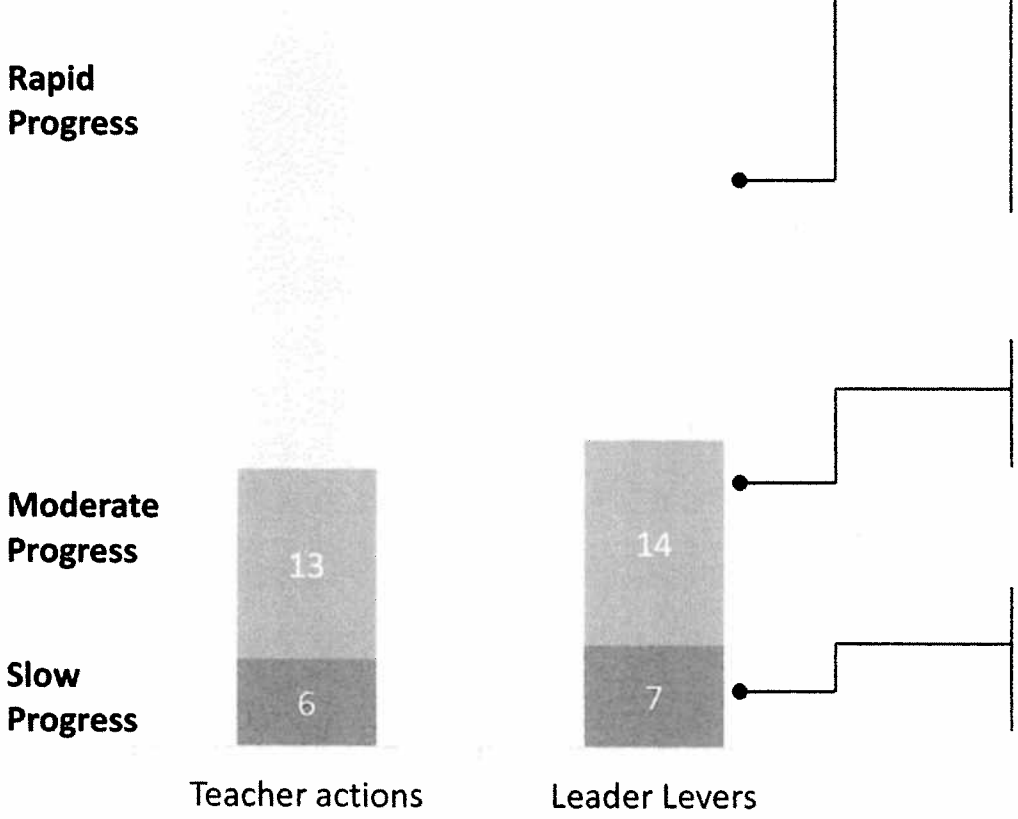
* Cohort analysis; ** Student-level analysis

achievement

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

School progress on priority actions and levers**

Number of schools in each progress category



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

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

LEARNINGTEAMS

CASE STUDY

LARGE SCALE MULTI-YEAR IMPLEMENTATION IN SECONDARY SCHOOLS: PEARSON LEARNING TEAMS IN LOS ANGELES

Pearson Learning Teams' partnership with Los Angeles Unified School District—the second largest school district in the United States--illustrates Pearson's capacity to implement and scale the Learning Teams program in secondary schools within a large urban school district.

For over a decade, the Los Angeles Unified School District (LAUSD) has been working to meet a threefold district-wide agenda: (1) to ensure that all students have access to and are able to complete a rigorous curriculum; (2) to significantly increase the high school graduation rate; and (3) to significantly increase the number of students entering college and post-secondary programs.

In 2006, LAUSD selected Pearson Learning Teams to assist its middle and high schools in implementing a revised mathematics curriculum. The goal was to use Learning Teams to coordinate this new initiative with innovations already underway, build continuous improvement capacity at the school and district level, and improve student achievement in secondary schools. Learning Teams had been working with LAUSD schools since 1996, when fifteen LAUSD elementary schools participated in five-year scale-up study of Learning Teams funded by the Spencer Foundation. With documented success of higher student achievement scores already within the district, LAUSD and Pearson Learning Teams came together to bring collaborative learning communities to its middle and high schools.

Going from 13 to 80

In order to ensure a successful implementation of Learning Teams in over 180 middle and high schools across seven local districts, Pearson Learning Teams staff and LAUSD officials developed a 3-phase approach:

1. Introduce the Learning Teams model to a cohort of "pilot" schools for one year, the objective of which would be to build successful Learning Teams schools that could then serve as a model for other buildings throughout the district.

2. Upon successful completion of the "pilot" year, initiate a graduated multi-year implementation plan throughout the rest of the district, beginning with approximately 30-50 schools in Year 2, expanding to an additional 30-50 in Year 3, and so on until reaching all middle and high schools.

3. Develop an "in-house" advisor training program in which LAUSD staff receive comprehensive training from Pearson Learning Teams advisors and directors so that they can ultimately assume responsibility for school-site services and build the district's capacity to maintain program implementation over the long-term.

During 2006-07, the Learning Teams program was successfully implemented in 13 pilot schools. Based on the success of these implementations, Pearson Learning Teams expanded to 33 new middle and high schools the following year; prepared 36 additional middle and high schools to begin implementation in 2008-09; collaborated with district leaders to align Learning Teams with existing programs; and began planning for expansion to additional schools in upcoming years. Pearson Learning Teams also launched a comprehensive "in-house" advisor training program for select LAUSD staff. By 2009-2010, over 80 middle and high schools were implementing the Learning Teams program with both Pearson and LAUSD staff providing school-site services.

The Scale-Up Approach

The successful expansion of the Learning Teams model from 13 to over 80 secondary schools in just three years was not only the result of deliberate and thoughtful planning, but also reflected adherence to a proven scale-up implementation strategy at each individual school. Introducing collaborative learning communities to a middle school or high school differs somewhat from doing so in an elementary school setting. This is due to characteristics that are unique to middle and high school buildings, among which include a greater student body size and diversity, content-based departments, and the complexity of the master schedule for teachers and administrators. Each of these factors can shape the success or failure of school-wide collaborative learning communities.

The value of Pearson Learning Team's "scale-up" approach is supported by our work in over 100 secondary schools around the country, where it's been consistently demonstrated that the most effective way to implement Learning Teams in a large secondary school (particularly high schools) is to start small in Year 1 with six to eight successful teacher workgroups, and then expand in subsequent years toward school-wide implementation.[1]

In preparation for Year 1 in LAUSD's middle and high schools, Pearson Learning Teams staff worked closely with individual school principals during spring planning meetings to assess readiness levels of each of their departments or content areas. The goal of the readiness assessment was to identify pockets of potential for successfully beginning Learning Teams on each campus. Readiness levels were determined by analyzing key factors associated with collaborative learning (administrative leadership, facilitation capacity, content-expertise, levels of buy-in, experience with collaboration, available settings, time to meet, and overall bandwidth). School administrators then recruited teacher-facilitators for six to eight teacher workgroups that had the most potential for collaborative learning communities and worked with them to establish regular settings for teacher workgroups.

Once the initial group of teacher workgroups was established in each school, Pearson Learning Teams advisors guided site administrators through a practical but comprehensive strategic planning process that helped them expose the rest of the faculty to the work of existing workgroups with "local" success stories, and plan effectively for expansion in the following year. Where permanent settings were available for all workgroups, some large secondary schools were able to implement Learning Teams school-wide by implementation Year 2, while others doubled in size (12-16 teacher workgroups) and reached school-wide status in Year 3.

[1] This approach has been documented in a systematic 2-year case study at the original LT high school in Southern California which started with workgroups in Science and English during Year 1 and expanded to a school-wide model during the 2nd year of implementation (Ermeling, 2010) and has since been replicated multiple times with additional middle schools and high schools (see independent evaluation by Daley, 2008).

THE RESULTS

Within three years, over 2700 teachers and 690 workgroups were participating in the Learning Teams program in the areas of mathematics, science, English language arts, history, ESL, PE, special education, and various elective courses. At the end of implementation Year 2, a systematically administered evaluation found that 72 percent of rated workgroups were functioning, functioning well, or thriving with regard to establishing regular LT meetings and rigorously studying their teaching, indicating a high degree of fidelity to the program throughout participating schools.

The impact of this successful, large-scale implementation became immediately evident in several critical areas: *student achievement, instructional discourse,* and *district-level support*.

1. Student Achievement

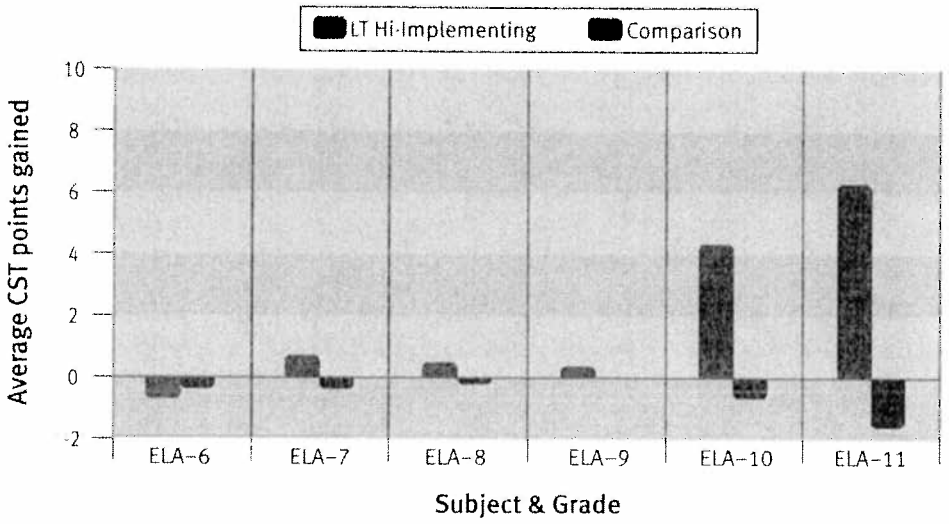
An Independent Evaluation of Teacher Workgroups & Student Learning

In October 2008, LAUSD's Department of Research & Planning conducted an independent evaluation of student outcomes connected with teacher workgroups in Learning Teams schools after the first full year of program implementation. The analysis was based on student growth as measured by achievement on the California Standards Test (CST). A control group of comparable non-Learning Teams schools was used to help ensure that observed outcomes were not the result of disproportionate implementation in schools unlike other schools in LAUSD. Their report indicated the following:

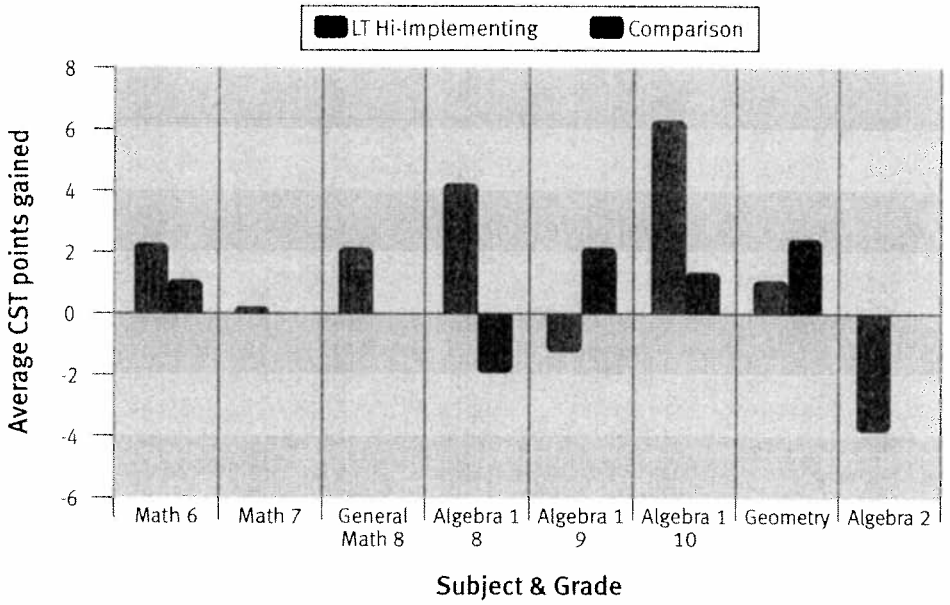
- Schools varied greatly in their implementation of Learning Teams teacher workgroups.
  - Most schools had at least one high-implementing teacher workgroup, including schools with very few workgroups. This suggests that even where overall commitment to Learning Teams may be weak, a small group of committed teachers can make a workgroup achieve a high level of implementation over time.
  - In a few schools, there was consistently high implementation across large numbers of workgroups. This suggests that overall leadership support at the school site played a role in promoting high levels of implementation across multiple grades and subjects.
- Schools with at least one high-implementing teacher workgroup showed slightly higher growth than demographically matched comparison schools in most subjects, and impressively higher growth in a few subjects, including ELA grade 11, Algebra grades 8 & 10, History/Social Studies grade 8, Science grade 8, and Integrated Coordinated Science 1 (ICS1) [see the following graphs].

The three following graphs compare the average gains in CST points by subject and grade for schools with at least one high-implementing workgroup vs. demographically matched non-LT comparison schools. All differences between the two groups were statistically significant ($p < .05$) except for ELA 6, ELA 9, Math 7, and Biology. Moreover, all differences favored the high-implementing LT schools with the exception of Algebra 9 and Algebra 2, where the comparison schools scored higher than the LT schools on average by 3.6 and 3.4 points, respectively.

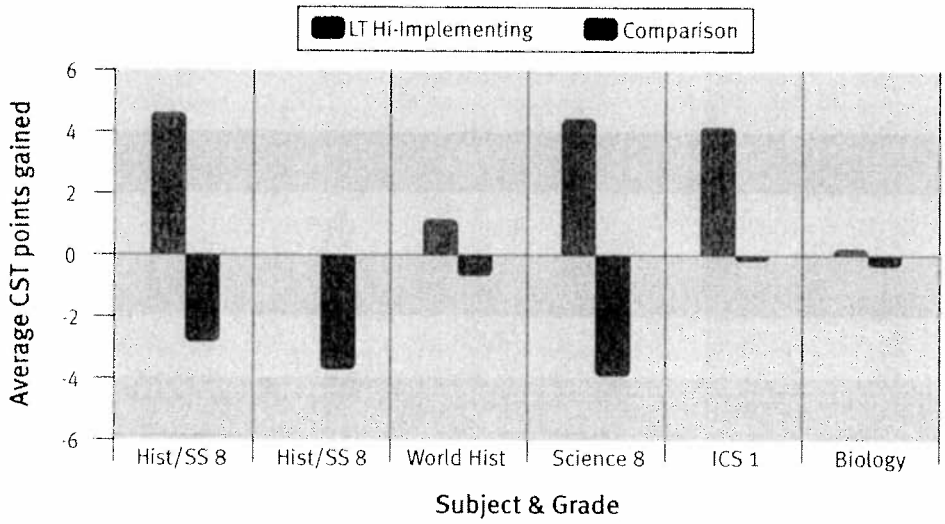
High Implementing Learning Teams Schools vs. Non-LT Comparison Schools – English Language Arts (ELA)



High Implementing Learning Teams Schools vs. Non-LT Comparison Schools – Math



High Implementing Learning Teams Schools vs. Non-LT Comparison Schools – History & Science



Note: Hist/SS = History/Social Studies; ICS = Integrated Coordinated Science

As noted in the LAUSD report, because there were students included in the Learning Teams school outcomes above who did not have teachers in Learning Teams workgroups, the measured impact is diluted--i.e. the true impact is either more positive or more negative than shown. Also, the researchers did not observe LT workgroup settings or classroom instruction so the impact of other factors on these outcomes cannot be ruled out.

2. Improved Teacher Discourse

In the 2007-2008 school year, Pearson researchers studied instructional discourse in Learning Teams teacher workgroups and non-LT teacher teams in four LAUSD middle and high schools. The purpose of the study was to determine the extent to which teacher discourse in Learning Teams workgroups changed over the course of the year with respect to (a) the quality of discussions about instruction; and (b) the nature of those discussions (e.g., content focus, level of detail, and so on). By the end of the year, researchers made the following conclusions:

- *Instruction vs. Operations.* Workgroups that implemented Learning Teams effectively were more focused on instruction than operations. By the end of the year, two of the three implementing workgroups were focused entirely on instructional matters during their meetings, a feat that is difficult to achieve (Elmore, 2000).

- *Quality of Discourse.* Two of three functioning Learning Teams teacher workgroups showed either improvements in or maintenance of features of quality instructional discourse. Features of their discourse included: curiosity and openness to expressing doubt regarding instructional beliefs; critical thinking and probing questions about instructional issues; concrete and shared vocabulary with which to discuss instruction; and coherent discussions with relevant details about instructional issues. Teachers demonstrated more depth and rigor in their instructional discussions, and expressed greater willingness to learn about teaching than did teachers in the non-functioning Learning Teams workgroup and the two comparison workgroups.

- *The Value of Instruction.* Functioning Learning Teams teacher workgroups showed greater tendency to attribute student learning to their own instruction versus external factors or student traits (e.g. socioeconomic conditions, inexperience with the English language, academic inability, or lack of parental involvement), a cause-effect connection that has significant implications for long-term teacher learning and development (Gallimore, et al. 2009).

- *Teacher Leadership.* Researchers found that the leadership skills of the teacher facilitator in Learning Teams workgroups were directly related to the quality of his/her group's instructional discourse. Workgroups with stronger facilitators by the end of the year (facilitators who encouraged participation, sustained discussions, summarized and fed back key points to the team) showed high levels of instructional discourse by the end of the year.

Improved instructional discourse is assumed to be a critical milestone in collaborative learning communities. Pearson Learning Teams researchers hypothesize that it is also an intermediate outcome of engagement in Learning Teams that is critical for instructional changes to take place in the classroom. Findings from this study indicated that functioning Learning Teams teacher workgroups in LAUSD's middle and high schools engaged in increasingly high quality instructional discourse, with potentially significant effects on student learning in the classroom (McKnight & Carlson-Bancroft 2008).

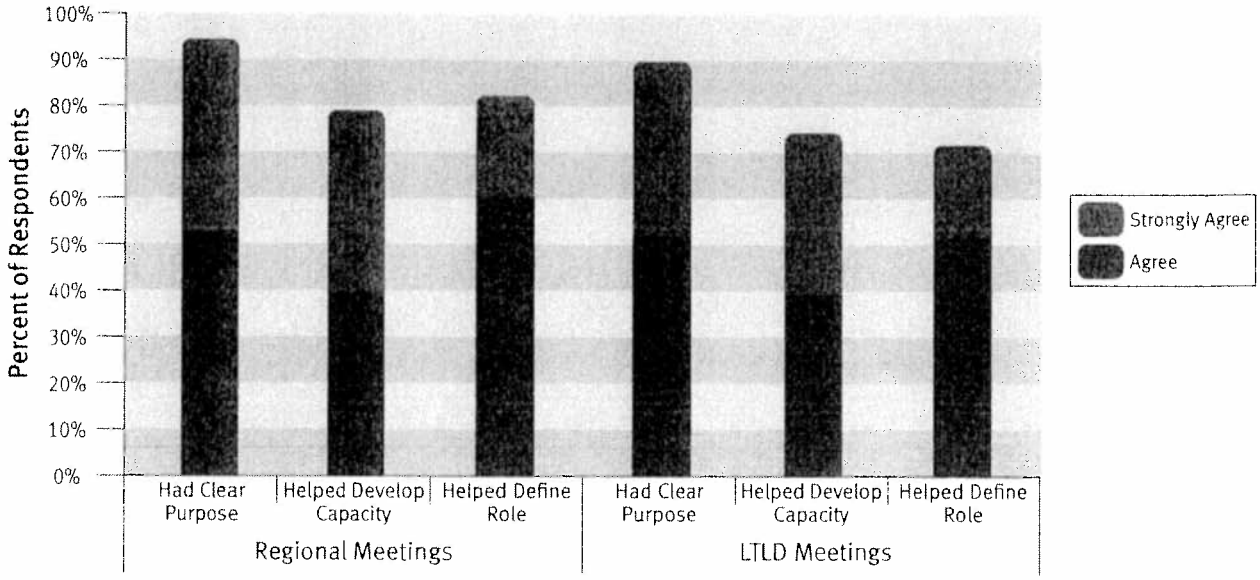
3. School-Site & District-level Support

An Independent Evaluation of Administrator Support

While Pearson Learning Teams advisors worked closely with individual schools to ensure the highest-quality implementations on each campus, school-site and district-level leaders participated in monthly settings designed to build the system-level capacity to support Learning Teams throughout the district. School-site leaders (principals, assistant principals, and Learning Teams point persons) and local district leaders (Directors of Schools Services, Administrators of Instruction, and Local District Superintendents) came together on a monthly basis across four settings to address organizational, operational, and network-related factors that shaped decision-making around large-scale change and program implementation. Pearson Learning Teams Directors facilitated each meeting. These district-level support settings would prove critical to the successful implementation of Pearson Learning Teams in LAUSD's middle and high schools over the next several years.

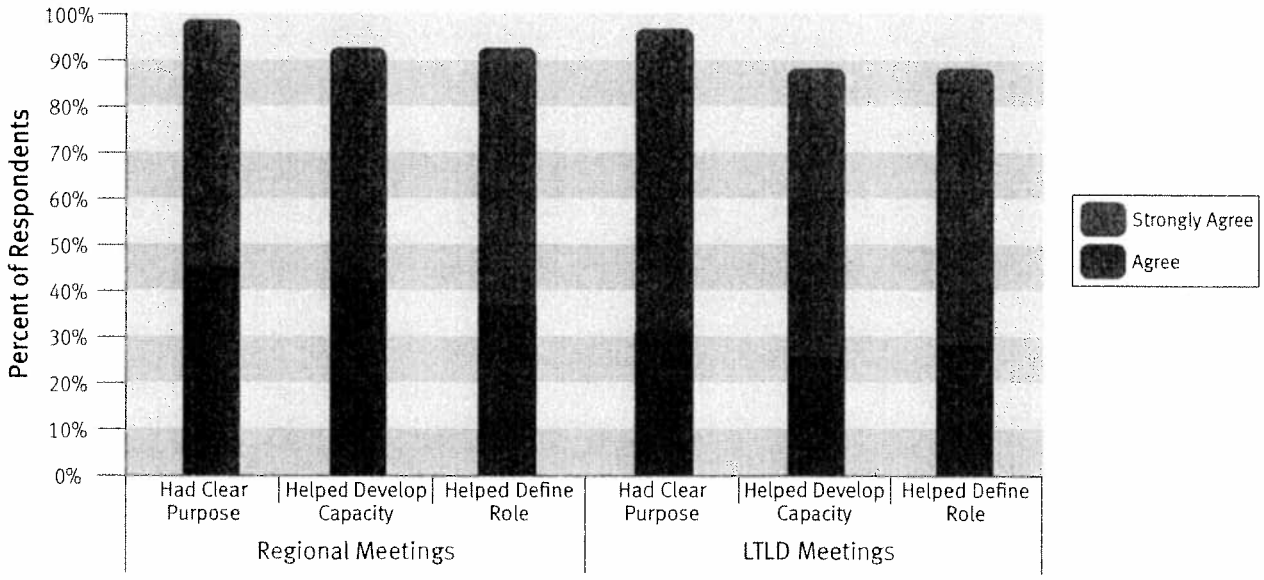
During 2006-2007, LAUSD's Research & Planning Division conducted an independent evaluation of the effectiveness of regular Learning Teams settings for school-site and local district administrators (López & Rickles 2008). According to the following graph, local district administrators felt that the regional and local district meetings facilitated by Pearson Learning Teams had a clear purpose, helped them define and understand their role as instructional leaders, and helped to build their capacity to support Learning Teams throughout their schools.

Participant-Reported Quality of Learning Teams Settings: Local District Administrators

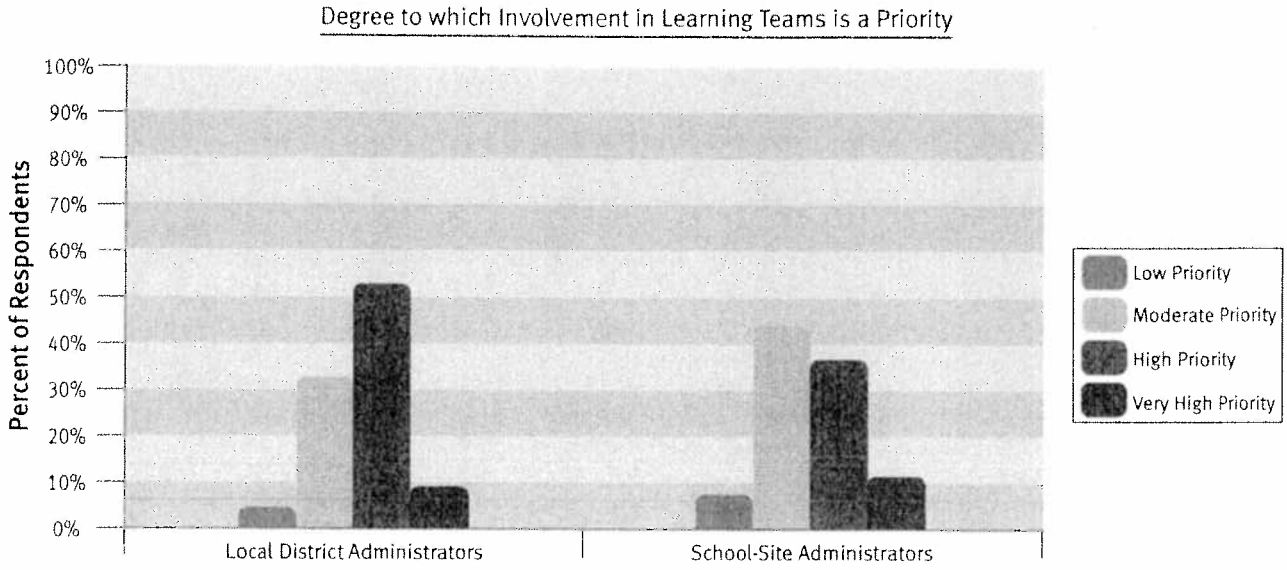


These outcomes were even more marked for school-site administrators who participating in regional meetings as well as school site Instructional Leadership Team meetings with teacher facilitators, as evidenced by the following table.

Participant-Reported Quality of Learning Teams Settings: School-Site Administrators



Perhaps most importantly, after just one year of overseeing and participating in a comprehensive school-site PD program such as Pearson Learning Teams, the majority of local district and school-site administrators identified their own involvement as a "moderate" to "very high" priority, a factor that indicates a level of commitment at the district level that is extremely important yet rarely achieved in system-wide professional development implementations.



YEAR 3: FEEDBACK FROM LAUSD TEACHERS & PRINCIPALS

As illustrated, the success of a large-scale implementation such as Pearson Learning Teams in LAUSD can be documented in formal reports and observations, but the true sign that a program is influencing educators on the ground is often best captured by their own words.

In Spring 2009, Superintendent Ramon Cortines issued a critical call for feedback from participating teachers and administrators. Despite a successful scale-up from 15 schools to over 80 middle and high schools within just three years, and with documented evidence of student achievement gains, improvements in teacher learning and development, and the commitment from school-site and district-level leaders, the program was in danger of becoming another casualty of the district's worse budget crisis in its history.

Within days of the superintendent's request, teachers and principals responded with detailed accounts of their experiences in teacher workgroups and ILTs, the effect of the collaborative work on their own instruction, and its impact on student learning and achievement. Excerpts from these letters to Superintendent Cortines follow.

Learning Teams is teacher-driven

> *Pearson is a unique experience in professional development because it is completely teacher led: my colleagues and I chose the focus, designed the lessons, and evaluated the student work. It was directly applicable to the curriculum and addressed a specific student need... The LAUSD Pearson staff is quite well trained and effective, and the chance to meet with teachers at other schools doing Pearson was valuable as well, partly because the ELA teachers discovered that the needs they addressed were quite similar.*

English Teacher, Johnnie Cochran Jr. MS

Learning Teams improves instruction

Collaborative efforts and relationships amongst teachers have created cohesive curriculum change and improvement for lesson planning. It has been a growth process and one that is enriching for teachers and students.

Math Teacher, Chatsworth HS

I have learned more about effective teaching in the last two years than the first seven, and our LT group continues to improve our effective teaching. LT is refreshing because it focuses on the teacher and constantly becoming a more effective teacher.

Social Studies Teacher, Franklin HS

What Pearson has brought and helped us implement at Grant is a system, a template if you will, on how to write quality, common, conceptual lessons that work. Unlike workshops or mandatory district math meetings I've attended where we are given a lesson and told to make it work, our Pearson learning teams have taught us how to focus on and narrow in on specific needs our students here at Grant must fulfill if we expect them to progress through Algebra 1, into Geometry, and on into Algebra 2.

Math Department Chairperson, Grant HS

Learning Teams are an ideal means of examining student and teacher practice. They are not simply evaluative reflections with a finite end, but rather ongoing problem-solving processes... We are more effective in our small group than in scheduled department meeting time (even when we are grouped in grade level teams)... We talk about the TEACHING, not just the need or the student work... This systematic and strategic structure empowers the teacher to share their expertise and realize that what they know is valuable in relation to student need.

English Teacher, Thomas Alva Edison MS

Learning Teams improves student achievement

This year I have worked with a ninth grade ELA team who collaborated on an objective and developed a standards-based lesson that all members felt would benefit their students. Initially we thought that the entire process might take three or four sessions to write and teach to our students, but it actually took the team much longer when we realized the scaffolding strategies that our students would need to develop deep and insightful commentary for literary analysis... Our expectation was that 70% of our students would be able to meet or exceed proficiency according to the rubric that we developed. You can imagine our delight when ALL classes exceeded this percentage by 15 points! As a result, our learning team has decided to continue our work together since everyone feels the experience of creating, instructing and self-reflection has been a benefit to their students and their craft.

Literacy Instructional Coach, Narbonne HS

I am particularly impressed with our Geography LT. They have integrated the 5-paragraph essay with their geography need. Their 7 Steps process impressively shows the importance of integrating English and social studies. As importantly, the strategies the team used demonstrated the need for and relevance of SDAIE strategies. More students produced quality essays than ever before.

Principal, Thomas Jefferson HS

Learning Teams professionalizes the art of teaching

The cornerstone of Learning Teams—that the act of teaching is simultaneously an act of conducting research around both student learning and instructional practice—professionalizes our work. The 7 Step Protocol drives purposeful and specific analysis of what students need, what teachers do and how they do it, and what impacts student learning. Cycling through the 7 Steps facilitates a cohesive, recursive model for professional development that can be applied to any subject area, grade level, or student need. By supporting teachers and schools in mastering a process of studying themselves, their students, and learning, we build a foundational yet limitless capacity for educators to serve children and each other.

Literacy Instructional Coach, Daniel Webster MS

Teachers who often are adverse to Professional Development find this process to be valuable, respectful of their professionalism, supportive and revitalizing. Younger teachers not only learn from veteran teachers but also bring new strategies and cultural sensibilities to the mix.

Math Instructional Coach, Van Nuys HS

Learning Teams brings people together

[Learning Teams] empowers through its unification of stakeholders. Administration and teachers are put into a structure that engages all to focus on one common vision, not in an evaluative relationship, but that of a collaborative one, each giving their best ideas, resources, and skills to the common goal. The protocols of Learning Teams teach all participants to take a leadership role in planning and executing effective pedagogy in more efficient ways... The valuable qualities of LT that I have mentioned have helped to promote a higher standard of excellence among professionals at our school. As a result, vertical planning and articulation on various scales have emerged.

Math Teacher, Gage MS

Learning Teams have brought about a change in administrator-teacher conversations. Administrators that are involved with LT have a deeper understanding of the planning and delivery when they observe and teachers feel more connected and safe.

Math Instructional Coach, Van Nuys HS

Learning Teams changes school culture

As a [LT] facilitator I have grown as an educator, a mentor, and in general a more confident teacher. This experience has brought the whole school together in adapting a new way to teach, and our staff has learned to collaborate with each other in a more positive way. Which in turn, has also had a positive outcome in the way our students learn.

Special Education Specialist, Wilmington MS

LT in our school is changing school culture. Participating teachers come together to examine how we teach important concepts, develop lessons and methods that usually become progressively more innovative and effective, and then analyze student work to understand the effects of the strategies chosen.

Math Instructional Coach, Van Nuys HS

We at Wilmington Middle School have been involved in PLCs for several years. Pearson [Learning Teams] came in three years ago and gave us focus and direction. Student achievement has increased and teacher camaraderie is at a high. I can't imagine going back to the old way of professional development... This is the best resource we have ever had that enables our best resources—the teachers—to improve instruction that results in increased student achievement.

Math Instructional Coach, Wilmington MS

Our Special Education Learning Team at Griffith Middle School successfully completed our first 7 Step cycle. As teachers, we learned the power that comes from collaboration. Our lesson was built from the combined knowledge of the content, our collective skills as educators, and our shared understanding of the special students we served. The results were better than we could hope. 90% of our students obtained the desired outcome.

More important than the numbers were our observations of the individual results. You should have seen the face of my little Jesse —who struggles mightily—light up with understanding. In fact, he got a near perfect score. The other teachers in the group reported similar experiences.

The training and support I received as a facilitator helped me develop a climate of cooperation and consensus that made these results possible. Furthermore, the experience is helping me become a more active and vocal participant of my own professional development. The support we have received as teachers encouraged us to pursue the opportunity created by Learning Teams as professionals researching and evaluating our own practice. ...[G]ood professional development is crucial to the success of our students. Learning Teams has been the best professional development experience I have had in my teaching career.

Special Education Teacher, Griffith MS

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LEARNINGTEAMS

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CASE STUDY

Pearson Learning Teams Supports 13 High-Need Urban Elementary Schools

In 2007, a group of 13 high-need urban elementary schools located in Central LA, South Central, Watts, and Compton began implementing Pearson Learning Teams as part of a larger effort to strengthen the instructional focus throughout their buildings and improve academic achievement. Within just two years, this partnership resulted in marked changes in teacher learning, leadership development, and overall student achievement. The following story chronicles the successful implementation of collaborative teacher learning communities in LAUSD's Transformational Schools Program.

The Transformational Schools Program in LAUSD

In 1987, the Los Angeles Unified School District (LAUSD) launched an innovative, research-based instructional program designed to restructure and organize the ten lowest achieving elementary schools in the district. Originally targeting ten schools with a predominantly low-income, African-American student population, the Transformational Schools Program (TSP) is now comprised of 13 schools serving a diverse population including predominantly low-income Hispanic, Black, Asian and Other Non-Anglo students.

For over two decades, TSP became well-known for cultivating a nurturing environment for its diverse student population. Wanting to capitalize on this success, the TSP director, Assistant Superintendent Sharon Curry, began looking for a way to build the capacity of TSP's teachers to improve student learning as well. "We were doing a very good job taking care of kids' social and emotional needs," Curry explained, "but because so much emphasis had been placed on that, improving the teaching and learning had not been focused on as much." After speaking with other LAUSD principals and administrators who had successfully implemented collaborative teacher teams in their schools, and meeting with a team of experts from Pearson, Curry selected Pearson Learning Teams to partner with all 13 TSP elementary schools to help build a stronger pedagogical structure with a focus on instruction.

Why Pearson Learning Teams?

The TSP implementation is one example of how Pearson Learning Teams can be used to drive school improvement efforts in a high-need, racially and ethnically diverse cohort of urban schools. Learning Teams is uniquely situated to address the complex instructional demands placed upon teachers in this environment. Unlike many other teacher collaboration programs which were modeled after staff development practices in high-achieving schools, the Learning Teams model was developed and refined in low-income, high-ELL urban schools for the primary purpose of raising achievement in some of the lowest-performing student populations. The majority of LT partners across the country are low-performing, low-income schools and districts.

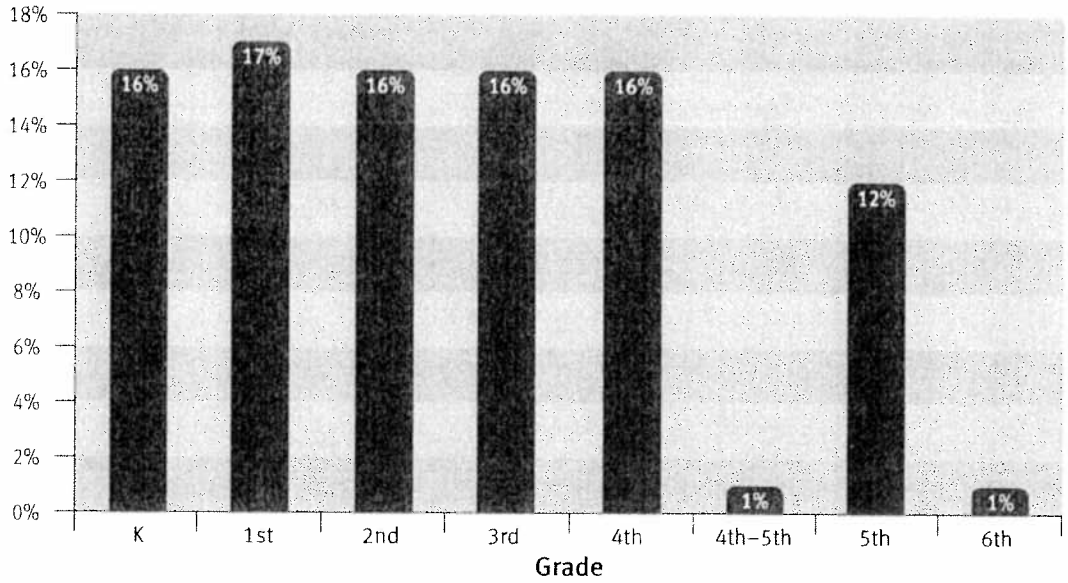
Implementing Pearson Learning Teams

When Pearson Learning Teams enters into a partnership with a new school or district, such as the TSP schools, the focus during the first two years is on consistent, stable and quality program implementation with an emphasis on the following elements:

- Effective Instructional Leadership Team meetings;
- Effective facilitation of Teacher Workgroup meetings;
- Effective use of the Addressing Common Student Needs protocol;
- Consistent coordination and utilization of school literacy and math coaches in Learning Teams settings; and
- Efficient use and analysis of periodic assessments.

Under Assistant Superintendent Curry's careful direction, the TSP schools successfully established teacher workgroups and Instructional Leadership Teams (ILTs) on each campus by the end of the first year. By Year 2, TSP schools had launched 75 teacher workgroups across all thirteen elementary schools. **Figure 1** shows the breakdown of those workgroups by grade level.

Figure 1. TSP Teacher Workgroups, Year 2



Teacher Workgroup Progress in TSP's 13 Schools

During the first 1 to 2 years, each school focused primarily on creating and stabilizing the settings necessary for teachers to address common student needs, as well as use of the 7 Steps Protocol for Addressing Common Student Needs within those settings. At the end of each year, Pearson Learning Teams Advisors evaluated the progress of each teacher workgroup across two dimensions: (1) stabilizing settings for regular meetings, and (2) implementing the Learning Teams 7-Step protocol. Workgroups received a score for each of the two dimensions that ranged across a 5-point scale:

0 = "Not Functioning"

1 = "Functioning with Limitations"

2 = "Functioning"

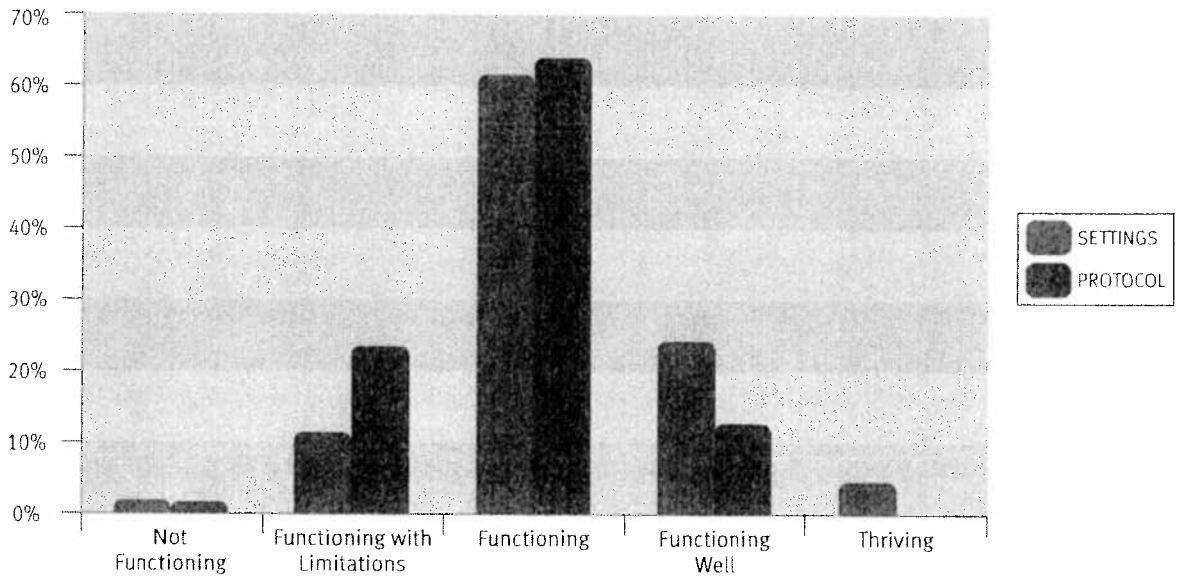
3 = "Functioning Well"

4 = "Thriving."

In terms of establishing and maintaining settings for teacher collaboration, over half of TSP's 75 teacher workgroups were considered "Functioning" and an additional 20 workgroups were rated at a Level 3 or 4, indicating that they were "Functioning Well" or "Thriving."

Regarding fidelity to the protocol, over 60 percent of the workgroups were considered "Functioning" and an additional ten workgroups were rated as "Functioning Well," indicating that over 75 percent of workgroups were following the 7-step protocol with fidelity by Year 2. See Figure 2 below.

Figure 2. Teacher Workgroup Progress after Year 2



These ratings demonstrate strong program implementation across all 13 schools within the first two years, particularly with regard to establishing and maintaining regular settings for teacher collaboration, which is often the most challenging aspect of implementation in high-need schools.

In addition to creating and stabilizing settings for effective teacher collaboration, Pearson Learning Teams staff successfully facilitated lesson observation as a means for grade level teams to study in greater depth the lessons they planned together, as well as lesson design and analysis by principals as a tool for instructional learning.

The Benefits of Pearson Learning Teams in LAUSD's Transformational Schools Program

As a result of this comprehensive program implementation and school-site support, Assistant Superintendent Curry began to observe marked changes in student achievement as well as the overall climate and culture around instruction throughout TSP's thirteen elementary schools.

Achievement gains were evident after just one year of implementation, when a total of 77 percent of the schools improved their scores on state tests, and 62 percent of the schools produced gains that exceeded both district and state-wide gains. Consistent with previous research, when implemented well, the LT program should produce gains over and above that which is normative in that state. Typically such gains (exceeding the normative rate of growth) take anywhere from 1 to 3 years to materialize. This was achieved in 8 out of the 13 schools within the first year. Year 2 gains remained strong, with 85 percent of schools recording further gains on state tests. Forty-six percent of schools produced gains that surpassed those of the district, and 31 percent produced gains greater than those of the state.

5 Ways Pearson Learning Teams Helped TSP Achieve Success

1. Pearson Learning Teams focuses teachers and administrators intensely on instruction

During the first two years of implementation, TSP teachers and school-site administrators familiarized themselves with the Addressing Common Student Needs protocol. With the support of a Pearson advisor, their principal, and a designated workgroup facilitator, each teacher workgroup identified a common student need, then shared and exchanged ideas about that need related to instruction. Individual teachers then returned to the classroom to try an agreed-upon instructional approach designed to address that student need, after which point they came back together to debrief their actions, evaluate the lesson using student work, and refine the instructional approach accordingly. By the end of each year, the majority of workgroups had completed an entire protocol cycle: planning, teaching, analyzing, and then repeating the process informed by prior work.

Focusing teachers and school-site administrators intensely on instruction is a daunting task in light of the complex demands placed upon educators in high-needs schools, yet critical in order to achieve real change in instruction and student learning. According to Assistant Superintendent Curry, this systematic focus was present throughout the TSP schools as a result of Pearson Learning Teams. "[LT] has really focused their conversation around instruction, and specific detailed instruction where they're dissecting components of Open Court...beyond what's in the teacher manual."

Curry's observations were supported by responses to a systematically-administered survey at the end of Year 2, in which 73 percent of teachers described their workgroups as being "quite a bit" or "very much" focused on the 7-step protocol throughout the year, indicating a high degree of focus on instruction in their collaborative settings. Over 90 percent of teachers further indicated that they observed positive results in student achievement related to the specific student need identified by their workgroups.

"The greatest impact has been teachers working collaboratively with the focus on improved teaching and learning."

Sharon Curry, Assistant Superintendent (Ret.)
Office of Integration Services
Los Angeles Unified School District

2. Pearson Learning Teams provides an ongoing, evolving support system

Pearson Learning Teams advisors and directors provided ongoing support at the district, school, and classroom level for all TSP schools. "I had done some similar work as a principal, but not to the level as Learning Teams," explained Assistant Superintendent Curry. "[T]here wasn't the same level of ongoing, site-based support. This is really ongoing."

By pairing a trained advisor with each individual school, Pearson was able to support school-site administrators and teachers through every stage of the 7-Step protocol across four collaborative settings:

- monthly administrator workgroups
- monthly (one-on-one) planning meetings with the administrator
- monthly Instructional Leadership Team meetings with the school's Learning Teams facilitators
- teacher workgroups, when needed

In addition to school-site support, Pearson advisors and directors led school teams through two Leadership Institutes each year, and they engaged in regular district-level planning meetings with school leaders across the district, helping to maintain the necessary support and knowledge at the district level. This type of targeted, site-level support helped each school cultivate a high-functioning, informed group of teachers and administrators who were all focused on instructional improvement.

"Pearson advisors and directors have been excellent. They're all extremely knowledgeable. They're very accessible. The schools feel that they're really in partnership with their advisor...In addition to sharing what's working, they are critical friends, sharing the good news as well as areas that need to be strengthened."

Sharon Curry, Assistant Superintendent (Ret.)
Office of Integration Services
Los Angeles Unified School District

3. Pearson Learning Teams builds leadership capacity across all levels

Pearson Learning Teams is designed to build leadership capacity, from superintendents to principals to teachers, by distributing responsibility and accountability for instructional improvement across all levels. By participating in the planning and effective implementation of Learning Teams, school leaders gain valuable insight into the common student needs in their schools, while teachers assume more responsibility around instruction. As Learning Teams becomes more embedded within the organizational culture of each school, the "combined leadership of school administrators and teachers" ultimately becomes a pivotal factor in sustaining effective school-wide implementation (McDougall, et al., 2007, p. 78).

In the TSP schools, teachers worked together in grade-level groups around shared goals and objectives, exchanged ideas about instructional techniques, and experimented with innovative approaches to teaching. As they assumed more leadership roles within their workgroups and ILTs, they subsequently began to assume more decision-making authority around instructional matters throughout the school as well. Concurrently, principals began actively participating in the program as learners as well as leaders.

Not only did this distributed leadership model cultivate more collaborative, collegial relationships among teachers and between teachers and administrators, it contributed to a more effective professional climate throughout the schools with potential implications on student learning and teacher retention—two critical issues in high-need schools. According to Assistant Superintendent Curry, "we're building the leadership of the teachers and the administrators, and really providing support for the teachers. We're hopeful that this process will help retain teachers at these schools, which are located for the most part near public housing. We're actually teaching them a protocol which is a continuous cycle of improvement model."

"[LT] has provided a concrete course of action to move these schools to the next level of excellence. It's helped to establish me as an instructional leader in their eyes."

Sharon Curry, Assistant Superintendent (Ret.)
Office of Integration Services
Los Angeles Unified School District

4. Pearson Learning Teams helps teachers realize that they can make a difference

Teachers who are identifying student needs together and exchanging ideas in a collaborative setting are better equipped to transfer this learning directly to the classroom. When teachers begin to see how their actions lead to changes in the way their students absorb information, learn new concepts, and perform on assessments, they become more committed to improving and refining their instruction (McDougall, et al., 2007; Gallimore, et al., 2009). This in turn influences attitudes and beliefs about their teaching and reinforces the very efforts that contributed to student achievement gains in the first place.

In high-needs schools with historically at-risk student populations, where expectations tend to be low and teacher attributions tend to be external, higher expectations and shifts to more internal attributions often result in more marked achievement gains. In just two years, Pearson Learning Teams helped bring TSP teachers and administrators together around a common belief that they could influence student achievement through their instruction. "It's a process that translates across the entire curriculum, emphasizing teachers coming together to collaborate around data, and making instructional decisions based on that data," explained Assistant Superintendent Curry. "Designing a lesson that everyone agrees to go back and teach to their students, and then coming back and looking at the results has been a recipe for success." This shared commitment to improved instruction was characterized by:

- peer-supported learning that focuses on instruction
- a collective sense of satisfaction based on actual changes in student achievement
- the belief that they can make a difference

By the end of their second year, over three-fourths of surveyed teachers described themselves as having more confidence in their ability to improve student performance through their teaching. And as teachers began to see changes in student learning as a result of their instruction, they looked to share what they learned with others to achieve similar gains across the entire school. During Year 2, principals and teachers in several TSP schools decided to bring grade level workgroups together in quarterly meetings to share what had worked based on already observed gains in student achievement. As one kindergarten teacher explained,

"Whatever we're good at, we're going to be sharing it so we all could do that. That was one of our goals from last year... Because we saw the difference in the data and the student work, and they were excited about it and we were excited about learning some more and helping each other out." (Kindergarten teacher, Transformational Schools Program)

By the end of Year 2, TSP teachers were experiencing a higher degree of satisfaction with their work, greater collegiality with their peers and supervisors, and a stronger sense of community based on instructional practices within the school. "I believe we're changing the culture and climate of the school," noted Assistant Superintendent Curry.

"These teachers are excited about what they're doing! You really get a sense that they're excited about their work. It's great. One of the most important factors has been teachers' belief that they can make a difference through their teaching in a child's academic achievement."

Sharon Curry, Assistant Superintendent (Ret.)
Office of Integration Services
Los Angeles Unified School District

5. Pearson Learning Teams encourages strategic, long-term planning that targets instructional improvement

Because Pearson Learning Teams is an ongoing process of continual professional learning as opposed to an isolated, one-shot program, it helps schools enter into a cycle of systemic change and improvement that evolves over several years. In high-needs schools, supporting teachers through a cycle of continuous improvement is critical to successfully addressing the needs of a diverse student population.

After just one year of implementation in the TSP schools, Assistant Superintendent Sharon Curry identified Learning Teams as a critical tool for building the instructional leadership of both principals and teachers, and retaining them over time. Working closely with the Pearson team, Curry organized TSP principals into cohorts so that they could better monitor the implementation of Learning Teams, deepen their own content knowledge, develop their leadership skills, and build their capacity as instructional leaders.

Curry has also sought to build teachers' capacity to sustain their professional development over time by helping them apply the Pearson Learning Teams protocol to a critical TSP need —strong instructional differentiation across content areas to address all types of learners. "As teachers plan lessons," she explained, "they will incorporate strategies that address all students: gifted and talented students, English Learners, Standard English Learners, and students with special needs... We're optimistic that we're going to see positive results."

These are just two examples of long term, systemic changes that have emerged from effective Pearson Learning Teams implementation in TSP schools.

Sustaining Pearson Learning Teams over multiple years involves training and assisting school personnel on the basics of the program each year so as to ensure fidelity of implementation year after year and help schools elevate their Learning Teams work with increasingly sophistication. As the Learning Teams implementation in the Transformational Schools Program matures, it will be Pearson's challenge and objective to help teachers engage in a reflective process that allows them to critically analyze their own performance to better understand and improve their instruction.

"It's been encouraging to watch the change in these schools. Teachers are coming together and really talking about instruction... They're having detailed conversations about pedagogy, and how to differentiate instruction to meet the needs of all students, which is very refreshing."

Sharon Curry, Assistant Superintendent (Ret.)
Office of Integration Services
Los Angeles Unified School District

Find out more about how Pearson Learning Teams can help your district improve student achievement. See video of teacher workgroups and review the research at **www.PearsonLT.com** or call **310-664-2349** to speak with an LT Director.

Works Cited

Gallimore, R., Ermeling, B.A., Saunders, W.M., & Goldenberg, C. (May, 2009). Moving the learning of teaching closer to practice: Teacher Education Implications of School-based Inquiry Teams. *Elementary School Journal* (special issue edited by Morris & Hiebert), *109*, 5, 537-553.

McDougall, D. Saunders, W. and Goldenberg, C. (2007). Inside the black box of school reform: Explaining the how and why of change at *Getting Results* schools. *Journal of Disability, Development, and Education, 54*, 54-89.

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Attachment D

Budget Summary Chart

Attachment D - (1003g) Budget Summary Chart

Agency Code	4	2	1	8	0	0	0	1	0	0	0	0
Agency Name	Syracuse City School District – Seymour Elementary											

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

Categories	Code	Costs
Professional Salaries	15	$196,180
Support Staff Salaries	16	$0
Purchased Services	40	$251,719
Supplies and Materials	45	$323,098
Travel Expenses	46	$9,000
Employee Benefits	80	$39,507
Indirect Cost (IC)	90	$27,145
BOCES Service	49	$0
Minor Remodeling	30	$0
Equipment	20	$0
	Total	$846,649

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

Categories	Code	Costs
Professional Salaries	15	$740,230
Support Staff Salaries	16	$19,400
Purchased Services	40	$50,000
Supplies and Materials	45	$46,520
Travel Expenses	46	$18,300
Employee Benefits	80	$231,351
Indirect Cost (IC)	90	$47,550
BOCES Service	49	$0
Minor Remodeling	30	$0
Equipment	20	$0
	Total	1,153,351

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

Categories	Code	Costs
Professional Salaries	15	$856,775
Support Staff Salaries	16	$19,550
Purchased Services	40	$131,800
Supplies and Materials	45	$122,000
Travel Expenses	46	$26,000
Employee Benefits	80	$280,875
Indirect Cost (IC)	90	$63,000
BOCES Service	49	$0
Minor Remodeling	30	$0
Equipment	20	$0
	Total	$1,500,000

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

Categories	Code	Costs
Professional Salaries	15	$704,960
Support Staff Salaries	16	$16,500
Purchased Services	40	$11,800
Supplies and Materials	45	$40,000
Travel Expenses	46	$10,000
Employee Benefits	80	$173,740
Indirect Cost (IC)	90	$43,000
BOCES Service	49	$0
Minor Remodeling	30	$0
Equipment	20	$0
	Total	1,000,000

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	$2,498,145
Support Staff Salaries	16	$55,450
Purchased Services	40	$445,319
Supplies and Materials	45	$531,618
Travel Expenses	46	$63,300
Employee Benefits	80	$725,473
Indirect Cost (IC)	90	$180,695
BOCES Service	49	$0
Minor Remodeling	30	$0
Equipment	20	$0
	Total Project Budget	$4,500,000

Two FS-10 Forms

- Pre-implementation
- Implementation

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

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

= Required Field

Local Agency Information

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

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

Project Funding Dates: 4/1/13 (Start) — 8/31/13 (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: Code 15

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

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Planning Team Extensions 7 team members X 50 hours each	350 hours	$30 per hour	$10,500
Professional Development Extensions 48 staff members X 36 hours each	1,728 hours	$43 per hour	$123,840
Turnaround, Math & Literacy Coach Extension of Service - summer	260 hours each	$43 per hour	$33,540
Principal recruitment stipend	negotiated rate	$10,000	$10,000
Districtwide Expense			
Executive Director of Turnaround	0.06	$125,000	$7,500
Operations Coordinator	0.06	$90,000	$5,400
Communications & Community Coord.	0.06	$90,000	$5,400
		Subtotal - Code 15	$196,180

SALARIES FOR SUPPORT STAFF: Code 16

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

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
		Subtotal - Code 16	$0

PURCHASED SERVICES: Code 40

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

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Professional Development to strengthen school-wide practice and culture of using learning standards and achievement data to get breakthrough results for students.	Achievement Network	Consulting - $8,500 Coaching -$22,250 Assess/MyAnet - $22,250 Support Services - $7,000	$60,000
Professional development to instructional staff based upon researched best practices to improve teaching and learning.	American Federation of Teachers	$500 per teacher X 24 teachers	$12,000
Professional Development to support the implementation of Pearson instructional materials- EnVision Math, Reading Street and Self-Contained materials, includes summer PD so staff are prepared by Sept 1, 2013 and school year PD which includes 21 days of onsite coaching in math and 21 days of on-site coaching on ELA materials, and 4 Saturday PD - contract will be for the entire 17 month period and paid during pre-implementation to secure planning and rates	Pearson	Negotiated rate to include Summer PD, School Year PD, building inbedded PD and Saturday academies	$178,219
Stipend for 2 parents to participate on the turnaround school team.	2 TBD parents of enrolled students	2 X 50 hours X $15 per hour	$1,500
		Subtotal - Code 40	$251,719

SUPPLIES AND MATERIALS: Code 45

Beginning with the 2005-06 year include computer software, library books and equipment items under $5,000 per unit.
For earlier years include computer software, library books and equipment items under 1,000 per unit.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
Pearson - EnVision Math instructional materials	24 classroom sets 2 self-contained sets	$2,621 per set	$68,146
Pearson - Reading Street instructional materials	24 classroom sets 2 self-contained sets	$5,652 per set	$146,952
SmartBoard System	24 classrooms	$4,500 per class	$108,000
		Subtotal - Code 45	$323,098

TRAVEL EXPENSES: Code 46

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

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditure
5 Turnaround Team members	Visit and meet with a school that has been effectively implementing school turnaround in order to assist in the development and implementation of the schools turnaround efforts. Location TBD	$1,000 per member X 5 Team members	$5,000
Principal	Academy of Urban School Leadership Institute - Harvard	Travel, meals, hotel, registration	$4,000
		Subtotal - Code 46	$9,000

EMPLOYEE BENEFITS: Code 80

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

Benefit			Proposed Expenditure
Social Security			8,472
Retirement	**N.Y.S. Teachers**		21,180
	N.Y.S. Employees		0
	Other		0
Health Insurance (Including Vision)			2,800
Dental Insurance			212
Medicare			1,981
Workers' Compensation Insurance			3,580
Unemployment Insurance			1,281
Other (Identify)			
		Subtotal - Code 80	39,507

INDIRECT COST: Code 90

A. Modified Direct Cost Base - Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding $25,000 and any flow through funds)	631,285
B. Approved Restricted Indirect Cost Rate	4.3%
C. (A) x (B) = Total Indirect Cost — Subtotal - Code 90	27,145

PURCHASED SERVICES WITH BOCES: Code 49

Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
		Subtotal - Code 49	0

MINOR REMODELING: Code 30

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

Description of Work to be Performed	Calculation of Cost	Proposed Expenditure
	Subtotal - Code 30	0

EQUIPMENT: Code 20

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

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

Description of Item	Quantity	Unit Cost	Proposed Expenditure
		Subtotal - Code 20	0

Budget Summary

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	196,180
Support Staff Salaries	16	0
Purchased Services	40	251,719
Supplies and Materials	45	323,098
Travel Expenses	46	9,000
Employee Benefits	80	39,507
Indirect Cost	90	27,145
BOCES Services	49	0
Minor Remodeling	30	0
Equipment	20	0
Grand Total		$ 846,649

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.

1/23/13 — **Date**

Sharon L. Contreras — **Signature**

Sharon L. Contreras, Superintendent of Schools

Name and Title of Chief Administrative Officer

Agency Code: 4 2 1 8 0 0 — 0 1 — 0 0 0 0

Project #: (If Pre-assigned) — 1 3

Tracking/Contract #: (Special Legislative Projects Only)

Federal Employer ID #: (New non-municipal agencies only)

Agency Name: SYRACUSE CITY SCHOOL DISTRICT

FOR DEPARTMENT USE ONLY

Funding Dates: / / From — / / To

Program Approval: _____ Date: _____

Fiscal Year	Amount Budgeted	First Payment

Voucher # _____ **First Payment** _____

Finance: **Log** _____ **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:	Title I School Improvement Grant 1003(g) SIG	Seymour
Report Prepared By:	Michael Puntschenko, Director of Special Programs	
Agency Name:	Syracuse City School District	
Mailing Address:	725 Harrison Street Street	
	Syracuse / City	NY / State / 13210 / Zip Code
Telephone # of Report Preparer:	315-435-4140	**County:** Onondaga
E-mail Address:	mpuntschenko@scsd.us	

Project Funding Dates: 9/1/13 (Start) — 8/31/14 (End)

INSTRUCTIONS

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

SALARIES FOR PROFESSIONAL STAFF: Code 15

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

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Turnaround Coach	1.00	$70,000	$70,000
Literacy Coach	1.00	$70,000	$70,000
Extended Learning			
Teachers & Certified Staff - 48 Staff	1 hr x 184 Days	$5,000 stipend	$240,000
Teaching Assistants - 12 Staff	1 hr x 184 Days	$2,500 stipend	$30,000
School Year Planning & PD			
Planning Team Extensions 7 team members X 80 hours each	560 hours	$28 per hour	$15,680
Professional Development Extensions 48 staff members X 50 hours each	2,400 hours	$28 per hour	$67,200
District Support			
Executive Director Turnaround	0.15	$125,000	$18,750
Operations Coordinator	0.15	$90,000	$13,500
Communication Community Coordinator	0.15	$90,000	$13,500
Summer 2014			
SEE PAGE 2A for Details			201,600
		Subtotal - Code 15	$740,230

SALARIES FOR SUPPORT STAFF: Code 16

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

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Extended Learning			
Non Certified Staff -nurse, clerical, hall monitor -4 staff members	1 hr x 184 Days	$2,500 stipend	$10,000
Summer 2014			
Non Certified Staff -nurse, clerical, hall monitor -3 staff members	130 hours	$25 per hour	$3,250
District Support			
Administrative Assistant	0.15	$41,000	$6,150
		Subtotal - Code 16	$19,400

2A

SALARIES FOR PROFESSIONAL STAFF: Code 15

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Summer 2014			
Turnaround, ELA & Math Coach Extension of Service - summer	260 hours each	$45 per hour	$35,100
Professional Development Extensions 45 staff members X 60 hours	2,700 hours	$45 per hour	$121,500
Teachers - 10 to provide summer instruction to targeted students	10 teachers X 100 hours	$45 per hour	$45,000
		Subtotal - Code 15	$201,600

PURCHASED SERVICES: Code 40

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

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Professional development to support the planning team on the framework and implementation of expanded learning time for students to maximize instructional time.	National Center for Time and Learning	Negotiated Flat Rate	$10,000
Contract with Teach for America or the New Teacher Project for professional development and training for newly hired teachers on common core, instructional strategies, classroom management, and best practices.	Teach For America or The New Teacher Project	$5,000 per Teacher X 3 Teachers	$15,000
		SEE PAGE 3A	$25,000
		Subtotal - Code 40	$50,000

SUPPLIES AND MATERIALS: Code 45

Beginning with the 2005-06 year include computer software, library books and equipment items under $5,000 per unit.
For earlier years include computer software, library books and equipment items under 1,000 per unit.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
Pearson - EnVision Math instructional materials (Consummable replacements and Summer materials)	24 classroom sets 2 self-contained sets	$500 per set	$13,000
Pearson - Reading Street instructional materials (Consummable replacements and Summer materials)	24 classroom sets 2 self-contained sets	$500 per set	$13,000
Summer instructional consummable supplies to support extended learning	300 students	$20 per student	$6,000
Instructional materials determined through a needs assessment conducted by the Turnaround Team once new staffing is in place to provide teachers with the ability to utilize manipulatives based upon differentiated instruction.	24 classrooms	$500 per class	$12,000
Supplies, Materials and Food for Parent involvement, engagement, community workshops, meetings and trainings	252	$10 per parent	$2,520
		Subtotal - Code 45	$46,520

PURCHASED SERVICES: Code 40

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

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Professional development and training for instructional staff on the integration of the common core with the curriculum.	Denise Collier	Negotiated Flat Rate	$5,000
Professional Development consultants determined through a needs assessment conducted by the Turnaround Team once new staffing is in place to identify gaps in instructional knowledge and pedagogy.	TBD	TBD	$18,500
Stipend for 2 parents to participate on the turnaround school team.	2 TBD parents of enrolled students	2 X 50 hours X $15 per hour	$1,500
		Subtotal - Code 45	$25,000

TRAVEL EXPENSES: Code 46

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

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditure
5 Turnaround Team members	Visit and meet with a school that has been effectively implementing school turnaround in order to assist in the development and implementation of the schools turnaround efforts. Location TBD	$1,500 per member X 5 Team members	$7,500
Students - Field Experiences	Authentic learning experiences that support common core, Museums, Historical sites, etc	$200 per classroom X 24 classrooms	$4,800
Principal, Turnaround Coach, Teacher-leader	Attend professional development on Leadership and school turnaround	$2,000 per person X 3 people, included mileage, meals, lodging, conference fees	$6,000
		Subtotal - Code 46	$18,300

EMPLOYEE BENEFITS: Code 80

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

Benefit			Proposed Expenditure
Social Security			$47,097
Retirement	**N.Y.S. Teachers**		$104,841
	N.Y.S. Employees		$4,055
	Other		$0
Health Insurance (Including Vision)			$37,721
Dental Insurance			$3,063
Medicare			$11,015
Workers' Compensation Insurance			$19,902
Unemployment Insurance			$3,658
Other (Identify)			
		Subtotal - Code 80	$231,351

INDIRECT COST: Code 90

A. Modified Direct Cost Base - Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding $25,000 and any flow through funds)		$1,105,801
B. Approved Restricted Indirect Cost Rate		4.3%
C. (A) x (B) = Total Indirect Cost	Subtotal - Code 90	$47,550

PURCHASED SERVICES WITH BOCES: Code 49

Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
		Subtotal - Code 49	0

MINOR REMODELING: Code 30

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

Description of Work to be Performed	Calculation of Cost	Proposed Expenditure
	Subtotal - Code 30	0

EQUIPMENT: Code 20

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

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

Description of Item	Quantity	Unit Cost	Proposed Expenditure
		Subtotal - Code 20	0

Budget Summary

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	$740,230
Support Staff Salaries	16	$19,400
Purchased Services	40	$50,000
Supplies and Materials	45	$46,520
Travel Expenses	46	$18,300
Employee Benefits	80	$231,351
Indirect Cost	90	$47,550
BOCES Services	49	$0
Minor Remodeling	30	$0
Equipment	20	$0
Grand Total		$1,153,351

Agency Code: 4 2 1 8 0 0 0 1 0 0 0 0

Project #: (If Pre-assigned) 1 4

Tracking/Contract #: (Special Legislative Projects Only)

Federal Employer ID #: (New non-municipal agencies only)

Agency Name: SYRACUSE CITY SCHOOL DISTRICT

FOR DEPARTMENT USE ONLY

Funding Dates: / / From / / To

Program Approval: _____ Date: _____

Fiscal Year	Amount Budgeted	First Payment

Voucher # First Payment

Finance: Log Approved MIR

CHIEF ADMINISTRATOR'S CERTIFICATION

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

1/23/13 Date

Sharon L Contreras Signature

Sharon L. Contreras, Superintendent of Schools

Name and Title of Chief Administrative Officer

Budget Narrative

III. SIG BUDGET
iv. BUDGET NARRATIVE – SEYMOUR ELEMENTARY SCHOOL

The Syracuse City School District is proposing the following costs associated with whole school reform. These costs support the initiatives delineated in the proposal narrative and will, after three years, transform this school from a Priority School to a School In Good Standing. These costs include additional personnel to support the turnaround efforts, additional instructional time for every student, professional development to improve teaching and learning, implementation of research-based practices and programs to improve student achievement, and partnering with educational experts to guide and support the school – building capacity of staff to sustain efforts after the funding ends.

Other sources of income that will support this whole school change include Title I funds which will support: academic interventions for students; staffing to provide additional learning time before school, after school, during the school breaks and summers; salary and benefits of supplemental staff, including social workers and counselors; and parent involvement initiatives. Title IIA funding will support teacher recruitment and professional development initiatives, including consultants and conferences/workshops. The Systemic Supports grant, which is a partnership with the School Turnaround Group, will build district-wide capacity to enable dramatic school improvement. In addition, the District will leverage the Strengthening Teacher and Leader Effectiveness grant and Race to the Top funds to further enhance teacher and leader skills. The District has engaged in an effective partnership with Say Yes to Education to support families through linkages with social services, community-based organizations, health providers and mental health organizations. Title I School Improvement Funds will support this initiative by funding Outside Educational Experts who will conduct a comprehensive review of the school, and this report will be utilized by the Turnaround School Teams to develop and/or enhance initiatives to improve student learning, enrich teaching and build a school community that is focused and driven toward whole school reform.

Sustainability will be primarily achieved by building the capacity of teachers to effectively teach to the Common Core, providing professional development opportunities to enhance their skills and knowledge of content and pedagogy, and ensuring that the supporting structures are in place to accomplish this. Partnerships with external partners and vendors outlined in the proposal and budget narrative will be instrumental in enhancing what is being taught and how it is being taught in a continuous improvement cycle. The District will actively recruit skilled teachers to teach in the Innovation Zone schools and will replace retired or leaving teachers with new teachers who accept the challenge of turning around a school. Professional development will be provided to new teachers so that they are on par with their more experienced colleagues. It is also the District's goal that through collective bargaining agreements, the increase in the instructional day will become standard and the anticipated results achieved through this initiative will support those efforts. After three years, the capacity developed to support and sustain a positive climate for learning and a culture of high expectations for all students will no longer require the ongoing staffing of a Turnaround Coach.

The District-wide expenses – Identified in the budget and narrative as district-wide staffing and their employee benefits and indirect cost are:
Pre-Implementation: $54,455 (6.4%)
Year One: $114,698 (9.9%)

Category	Description of Budget Item	Proposed SIG allocation				Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Pre-Imp	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
Professional Staff	***Please note that job descriptions for FTE positions are included as an Attachment.***								
	1.0 FTE Turnaround Coach – to provide site-based support for all initiatives related to turnaround, including coordinating and/or conducting professional development, peer coaching, frequent data analysis, initiative planning, evaluation and modification and collaboration with community.	*	$70,000	$71,500	$73,000	*	*	*	$214,500
	1.0 FTE Literacy Instructional Coach – to provide site-based professional development in research-based instructional strategies (such as Common Core, SIOP, and Formative Assessments), model/coach staff in implementing the 4-tiered student support framework, and to analyze student assessment data to identify areas in need of improvement.	*	70,000	71,500	73,000	*	*	*	214,500
	FTE Math Coach - to provide site-based professional development in research-based instructional strategies (such as Common Core,	*	*	*	*	70,000	71,500	73,000	214,500

Category	Description of Budget Item	Proposed SIG allocation				Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Pre-Imp	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
	SIOP, and Formative Assessments), model/coach staff in implementing lessons, and to analyze student assessment data to identify areas in need of improvement.								
	EXTENDED LEARNING Teachers– All instructional and instructional support staff will provide an additional hour of instruction to students. This additional time will be further developed with assistance from the National Center on Time and Learning with the primary goal of enhancing student achievement in the areas of ELA and Mathematics.	*	240,000	240,000	240,000	*	*	*	720,000
	Teacher Assistants– All teaching assistant staff will provide an additional 1 hour of instructional support to students. This additional hour will be further developed with assistance from the National Center on Time and Learning with the primary goal of enhancing student achievement in the areas of ELA and Mathematics.	*	30,000	30,000	30,000	*	*	*	90,000

Category	Description of Budget Item	Proposed SIG allocation				Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Pre-Imp	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
	Planning Team Extensions – A Turnaround Team comprised of 7 instructional staff members, 2 administrators and 2 parents (paid under code 40) will meet weekly to discuss the goals and objectives of the turnaround efforts, evaluate initiatives and make decisions for initiatives based upon data, results and best-practices.	10,500	15,680	15,680	15,680	*	*	*	57,540
	Coaches' extensions of service - to provide and/or attend professional development on research-based instructional strategies (such as Common Core, SIOP, and Formative Assessments), the usage and integration of technology, school culture and student expectations, classroom management and instructional practices, provide training for new staff.	33,540	*	*	*	*	*	*	33,540
	SUMMER	*	35,100	46,080	46,080	*	23,040	Title IIA 23,040	173,340
	Teachers' extensions of service - to actively engage in professional development on research-based instructional strategies (such as Common Core, SIOP, and Formative Assessments), the usage	123,840	67,200	123,840	67,200	*	*	67,200	449,280

Category	Description of Budget Item	Proposed SIG allocation				Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Pre-Imp	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
	and integration of technology, school culture and student expectations, classroom management and instructional practices. (See PD Plan Chart) SUMMER	*	121,500	121,500	67,200	*	*	Title IIA 67,200	377,400
	Teachers' extensions of service - to provide summer instruction to students on Literacy and Mathematics for 5 hours a day X 20 days.		45,000	90,000	45,000	45,000	10,000	Title I 55,000	290,000
	Principal's stipend – to provide a financial incentive for the recruitment of a Principal who has demonstrated success in school transformation efforts and improving student achievement.	10,000	*	*	*	*	*	*	10,000
	DISTRICTWIDE EXPENSES								
	0.15 FTE Executive Director of Turnaround – This individual will be responsible for the oversight – instructional, fiscal, programmatic – operations of the priority schools in the Innovation Zone.	7,500	18,750	19,125	19,600	106,250	108,375	110,550	390,150

Category	Description of Budget Item	Proposed SIG allocation				Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Pre-Imp	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
	0.15 FTE Operations Coordinator – This individual will be responsible for ensuring that the day-to-day operations of priority schools in the Innovation Zone, including budgeting, staffing and operations.	5,400	13,500	13,775	14,100	84,600	86,400	88,200	305,975
	0.15 FTE Communications Community Coordinator – This individual will be responsible for the coordination of volunteers, mentors, business partnerships, and community-based organization involvement; public relations and coordination of information and involvement of parents and community members in order to build parent and community support and sustainability.	5,400	13,500	13,775	14,100	84,600	86,400	88,200	305,975
	Afterschool Programming **Title I** will pay for approximately 8 teachers' extensions of service to provide 110 hours of afterschool instruction to targeted students.	*	*	*	*	23,000	23,000	23,000	69,000
	Title II A will pay for approximately 24 teachers' extensions of service to participate in 12 hours of professional development.	*	*	*	*	12,960	12,960	12,960	38,880

Category	Description of Budget Item	Proposed SIG allocation				Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Pre-Imp	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
	Title II D: Teachers' extensions of service to participate in summer and/or school year professional development on STEM and technology integration.	*	*	*	*	12,960	12,960	12,960	38,880
	Title III Part A LEP: Teachers' ext. of service to participate in SIOP training, to provide ELL summer programming and to design ILPs for ELL students.	*	*	*	*	20,000	20,000	20,000	60,000
Support Staff	**EXTENDED LEARNING Support Staff**– All support staff – nurse, clerical, hall monitors will provide an additional 1 hour of building-wide support to students. This 1 hour will be further developed with assistance from the National Center on Time and Learning with the primary goal of enhancing student achievement in the areas of ELA and Mathematics.	*	10,000	10,000	10,000	*	*	*	30,000

Category	Description of Budget Item	Proposed SIG allocation				Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Pre-Imp	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
	Summer Academic Enrichment Extensions of service for support staff – nurse, clerical, hall monitors during the intensive summer academic intervention program for students.	*	3,250	3,250	*	*	*	3,250	9,750
	DISTRICTWIDE EXPENSES **0.15 FTE Administrative Assistant** – To provide administrative support to the Executive Director of Turnaround, Operations Coordinator and Communications Community Coordinator.	*	6,150	6,300	6,500	34,850	35,600	36,400	125,800
Purchased Services - Consultants	Costs to contract National Center for Time and Learning to support the planning team on the framework and implementation of expanded learning time to maximize instructional time.	*	10,000	*	*	*	*	*	10,000
	Costs to contract with Teach for America or the New Teacher Project for professional development and training for newly hired teachers on common core, instructional strategies, classroom management, and best practices.	*	15,000	25,000	*	*	*	*	40,000

Category	Description of Budget Item	Proposed SIG allocation				Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Pre-Imp	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
	Contractual services with Denise Collier to conduct site-based professional development and training for instructional staff on the integration of the common core with the curriculum.	*	5,000	5,000	*	*	*	*	10,000
	Professional Development consultants determined through a needs assessment by the Turnaround Team once new staffing is in place to identify gaps in instructional knowledge and pedagogy.	*	18,500	60,000	10,000	*	*	20,000	108,500
	Stipends for 2 parents to participate on the turnaround school team.	1,500	1,500	1,800	1,800	*	*	*	6,600
	Costs for the Achievement Network to provide professional development to strengthen school-wide practice and culture of using learning standards and achievement data to get breakthrough results for students.	60,000	*	*	*	*	*	*	60,000
	Costs for Pearson to provide professional development to support the implementation of Pearson instructional materials- EnVision Math, Reading Street and Self-	178,219	*	40,000	*	*	*	25,000	243,219

Category	Description of Budget Item	Proposed SIG allocation				Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Pre-Imp	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
	Contained materials, includes summer PD so staff are prepared by Sept 1, 2013 and school year PD which includes 21 days of onsite coaching in math and 21 days of on-site coaching on ELA materials, and 4 Saturday PD - contract will be for the entire 17 month period and paid during pre-implementation to secure planning and rates.								
	Costs for the American Federation of Teachers to provide professional development to instructional staff based upon researched best practices to improve teaching and learning.	12,000	*	*	*	*	*	*	12,000
	Title I: Purchased services to support parent involvement activities.	*	*	*	*	3,000	3,000	3,000	9,000
Supplies and Materials	SmartBoards – purchased during pre-implementation period in order to acquire and prepare for school start in September.	108,000	*	27,000	*	*	*	*	135,000
	Instructional materials determined through a needs assessment conducted by the Turnaround Team once new staffing is in place to	*	12,000	40,000	10,000	*	*	10,000	72,000

Category	Description of Budget Item	Proposed SIG allocation				Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Pre-Imp	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
	provide teachers with the ability to utilize manipulatives based upon differentiated instruction.								
	Pearson - EnVision Math instructional materials; 24 classroom sets and 2 self-contained sets.	68,146	13,000	10,000	10,000	*	5,000	5,000	111,146
	Pearson - Reading Street instructional materials; 24 classroom sets and 2 self-contained sets.	146,952	13,000	10,000	10,000	*	5,000	5,000	189,952
	Supplies, Materials and Food for Parent involvement, engagement, community workshops, meetings and trainings.	*	2,520	10,000	5,000	*	*	5,000	22,520
	Summer instructional consumable supplies to support extended learning for targeted students during the summer months.	*	6,000	25,000	5,000	*	*	5,000	41,000
Travel	Students will participate in field experiences to support content and project-based learning.	*	4,800	15,000	10,000	*	*	5,000	34,800
	Student bussing for students to attend the intensive summer academic enrichment program.	*	*	*	*	40,000	40,000	40,000	120,000

Category	Description of Budget Item	Proposed SIG allocation				Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Pre-Imp	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
	Turnaround Team- visit and meet with a school that has been effectively implementing school turnaround in order to assist in the development and implementation of the schools turnaround efforts. Location TBD.	5,000	7,500	5,000	*	*	*	*	17,500
	Literacy & Math Coach to attend professional development conference on common core implementation and strategies to support instructional staff.	*	*	*	*	3,000	3,000	3,000	9,000
	Principal, Turnaround Coach, Teacher-leader to attend professional development on Leadership and school turnaround.	*	6,000	6,000	*	*	*	6,000	18,000
	Principal to attend Academy of Urban School Leadership Institute – Harvard.	4,000	*	*	*	*	*	*	4,000
Employee Benefits	Employee benefits as calculated on grant-funded FTE positions and teachers' extensions of service to participate in extended day teaching and professional development opportunities outside of the school day.	39,507	231,351	280,875	173,740	*	*	*	725,473

Category	Description of Budget Item	Proposed SIG allocation				Other Federal, State or General Fund allocations used to support whole school reform			Total Project Allocation
		Pre-Imp	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	
	Other Federal or State Funds Employee benefits associated with the activities and positions listed in professional staff above.	*	*	*	*	118,377	115,732	119,558	353,667
Indirect Cost	DISTRICTWIDE EXPENSES Indirect Costs calculated at the District approved rate of 4.3% This is included as a district-wide expense.	27,145	47,550	63,000	43,000	*	*	*	180,695
Grand Total		**846,649**	**1,153,351**	**1,500,000**	**1,000,000**	**592,677**	**658,597**	**932,788**	**$6,684,062**

Assurances

for Federal and Discretionary Program Funds

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.