New York State Education Department

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Application Cover Sheet

School Improvement Grant (SIG) 1003[g]

Log Number	Date Received

District (LEA)	LEA Beds Code:
Amsterdam	270100010000

Lead Contact *(First Name, Last Name)*			
Robert Mark			
Title	**Telephone**	**Fax Number**	**E-mail Address**
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Legal School Name for the Priority School Identified in this Application	School Beds Code
William B. Tecler Arts in Education Magnet School	270100010018
Grade Levels Served by the Priority School Identified in this Application	**School NCES #**
K-5	
Total Number of Students Served by the Priority School Identified in this Application	**School Address (Street, City, Zip Code)**
487	210 Northern Boulevard Amsterdam, NY 12010

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

Turnaround	Restart	Transformation	Closure
☐	☐	XXX	☐

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) Thomas F. Perillo	Date 06/07/2013
Type or print the name and title of the Chief Administrative Officer Thomas F. Perillo, Superintendent of Schools	
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IA - District Overview

The Greater Amsterdam School District is highly motivated in its efforts to drastically improve the programs and performance of the Tecler Arts in Education Magnet School. It is unacceptable that one elementary school in the District is being consistently outperformed by the three other elementary schools. To not take further action to address the needs at Tecler Magnet School would be a great disservice to the academic future of the students who attend this school. Every student deserves a quality education that is successful in preparing them for high achievement as they enter college and their choice of careers. We must do everything possible to assure our students and their families that the Tecler Magnet School will provide these opportunities through effective, high quality instruction that is built around the Common Core State Standards and which will assist students in developing 21st Century learning skills.

Over the past five years, the elementary programs across the District have been given a consistent message to follow: Provide certain basic elements of good instruction, but retain your building's individuality. Notable progress in student achievement has been obtained by establishing District-wide, 90 minute reading blocks; the Response to Intervention model; more inclusive programs for students with disabilities; the use of a research-based reading series that is consistent District-wide; piloting of Common Core aligned math series; the use of benchmark assessments to inform instruction and the overall emphasis on the importance of using data effectively; District-wide curriculum mapping and K-5 ELA, Math, Science, and Social Studies Committees; Positive Behavioral Intervention Systems (PBIS); vastly improved communication and collaboration between PreK-12 leadership, staff, and the community; new systems of professional performance review, for teachers and administrators, that support professional growth; and professional development to support these efforts.

These and other new consistencies in the District have led to the additional benefit for students who change buildings throughout the year. At the same time, the number of students changing buildings has drastically reduced due to the magnet model allowing students to have more choice in selecting their school. If a family has a change in their living situation during the year, the student will be transported to the same school no matter where they now live in the District.

The building leader manages implementation of the District-wide efforts. They are provided with great latitude in interpreting these efforts in the context of their building, leading the magnet initiative, exploring new initiatives in support of student success, and the overall management of building operations. The principal also has the support of other leadership structures within the building, including: the Comprehensive Education Planning Team, the Inquiry Team, the Parent-Teacher Organization, the PBIS Team, and the building's Crisis Team. The principal at Tecler Magnet School will have additional latitude, as stated in the operational autonomies section of this grant application.

It is clear that the varied efforts of the past five years, although effective in other buildings, have not led to the same level of results at Tecler Magnet School. To tackle this issue, building leadership will have the full support of the District to seek out the specific areas of need in the building that are hindering

progress and make any changes necessary to fix the problem quickly and effectively. If there is a problem in implementing a program, that problem will be discovered and addressed. If new, research-based models of instruction, intervention, and/or management in the building are needed, they will be explored, developed, implemented, and continuously monitored for success. If additional supports are needed to assist Tecler Magnet School in becoming the educational institution that it has the potential to be, the support of this grant and other funds will help provide those supports. The specifics of those initial supports will be apparent in subsequent sections of this grant application. However, the first steps in the process will be to establish new leadership, make adjustments to instructional staffing in the building, and to implement a design that allows for a stronger leadership structure, including both administrative and teacher-leaders, and which further supports student access to high quality instruction.

Tecler Magnet School is ready for change. The ground work for success has been set in place and has been proven as a model that can lead to positive results within the District. This is evidenced by the 2011-12 NYS Provided Growth Data for Schools where Marie Curie Institute of Engineering & Communication and the Wilbur H. Lynch Literacy Academy received a positive rating of effective for the respective 2011-12 growth scores. The staff members at Tecler Magnet School have received the same training and materials as were received by the other schools. What is needed is for all members of the Tecler community to come together around a common purpose and to make the commitment to bring the school to a level of distinction it has been able to reach for some time. With the right supports and structures in place, this goal will be achieved.

Supporting Labor Management

IB

iii. Flexibility in management and operations of Tecler Magnet School has the support of the superintendent, the Amsterdam School Administrators' Association (ASAA) and the Amsterdam Teachers' Association (ATA) Co-Presidents. They recognize the need for introducing new models for instruction and intervention in a priority school. Although specific violations to existing contract language, policies, state law and state regulations would not be permissible, any and all efforts will be made to allow for addressing building determined needs, including modifications that benefit instruction, interventions, building management, and magnet program design. At the current time there are no formally adopted Board of Education policies that have been changed. We anticipate as we move forward with the planning, policies and contractual language will need to be revisited. The ASAA, ATA and the Board of Education are committed to taking part in these collaborative conversations.

IB – Operational Autonomies

In the Greater Amsterdam School District, the elementary building leaders manage implementation of the District-wide efforts. They are provided with great latitude in interpreting these efforts in the context of their building, leading the magnet initiative, exploring new initiatives in support of student success, and the overall management of building operations. The principal also has the support of other leadership structures within the building, including: the Comprehensive Education Planning Team, the Inquiry Team, the Parent-Teacher Organization, the PBIS Team, and the building's Crisis Team. The principal of Tecler Magnet school will be kept informed of, and will continue to participate in, District-level decisions and will have the freedom to explore other avenues for academic advancement when it is educationally sound to do so.

i. The principal will have certain freedoms with staffing that are not given to other building principals. The new principal participated in screening staff and determining their commitment level to the change process. Decisions were then made to move selected staff to other positions within the building or to other buildings. This was unique to Tecler. There are now four openings due to this process. The new principal will be able to select candidates, and interview with a process aimed at determining best fit of candidates to factors related to the school such as experience in elementary teaching, with urban populations, culturally relevant teaching experience and with low socio-economic students. This will be a different process than candidates will go through at the other elementary buildings.

School based budgeting is supported by the Superintendent. The primary management of this and other related budgets will rest in the hands of the building principal. This is different from the other elementary building leaders as there is a requirement to collaborate with the Director of Elementary Education on the budgeting of grants. Other elementary principals are given set allocations per budget categories and approval of the Elementary Director is required. With the additional funds available through this grant, the leadership at Tecler Magnet School will begin taking a more active role in budget development and management as compared to other buildings in the District. Key budget decisions and approvals for participation of staff in professional development will no longer require approval of the Director of Elementary Instruction.

The use of time during and after school will be supported with the implementation of activities that encourage and support career and college readiness. AVID Elementary, a tool that is a foundational component of the AVID College Readiness System, is a program that will be unique to Tecler and has been chosen by the building principal as a proven and research based solution preparing all students for college readiness and success in a global society.

New resources will be available to Tecler and will offer the opportunity for changes in program selection. Resources such as an assistant principal, dean, behavior intervention specialist, literacy and math coaches, dance instructor, two full time building substitutes, and an additional building aide will provide the principal with supports that other buildings will not have. This will lead to building-level decisions that are specific to the programs at Tecler and the needs of that building. Development and

management of the building level curriculum, along with design and modification of the building schedule, will be directly overseen by the building principal.

Educational partner selection was left to the new principal. The new principal researched and recommended to the district office the partners for the new model. The Director of Data and Personnel then contacted these partners to obtain details and information that would be helpful in the selection process. The new principal has selected partners from this information and will continue to lead the effort to obtain successful partnerships.

A measure of accountability will be the requirement of the new principal to report out to stakeholders on the results of the change process at quarterly benchmarks. This will ensure that transparency of the new programs, systems and changes is high. The new principal will also be expected to collaborate on plans with various stakeholder groups and make sure that unilateral decisions are kept to a minimum. The plan itself will be a huge piece of accountability for the principal. The expectation is that the plan is followed and implemented true to its design. This means that while some changes may need to occur all should be minor and be well aligned with set goals. All stakeholders will have the ability to call into question and ask for explanations of major diversions from the plan.

ii. The building principal requested the opportunity to screen all existing staff and determine their commitment level to the change process. In addition the utilization of My Learning Plan as an electronic approval process for participation in professional development is seeing changes at Tecler. Currently, each teacher must enter their professional development requests, receive approval from the principal, followed by approval from multiple central office administrators. This process will be streamlined for Tecler staff in that teachers will receive approval from the building principal with a single central office approval of the Superintendent. The changes cited above have all involved a collaborative process between the building principal and central office administration.

The Superintendent has put his full support behind a collaborative process for building a school based budget. The building takes a driving role and the Director of Elementary Instruction consults and collaborates.

All principals in the district have the direct control over staff selection and coordination of tutoring efforts. At Tecler the building principal has the additional freedom of designing the models for interventions before, during and after school as noted by the recommendation for the selection of AVID as a partner.

Programmatically speaking, the building schedule has typically been created by the District Microcomputer Specialist and has lacked input from an educational perspective. Beginning with the 2013-14 school year, the schedule will be driven by the building principal in conjunction with the leadership team of the building. The Superintendent has authorized and given full support to these changes in procedures.

The current process for selecting partners is the direct responsibility of the central office administration. At Tecler, the building principal has been given the flexibility to directly seek out educational partnerships that will best meet the needs of the change efforts. Those partners proposed by the building principal have been included in this grant proposal.

iii. Flexibility in management and operations of Tecler Magnet School has the support of the superintendent, the Amsterdam School Administrators' Association (ASAA) and the Amsterdam Teachers' Association (ATA) Co-Presidents. They recognize the need for introducing new models for instruction and intervention in a priority school. Although specific violations to existing contract language, policies, state law and state regulations would not be permissible, any and all efforts will be made to allow for addressing building determined needs, including modifications that benefit instruction, interventions, building management, and magnet program design. At the current time there are no formally adopted Board of Education policies that have been changed. We anticipate as we move forward with the planning, policies and contractual language will need to be revisited. The ASAA, ATA and the Board of Education are committed to taking part in these collaborative conversations.

IC. District Accountability & Support

i. District level supports will be provided by Mr. Robert Mark, Director of Elementary Instruction and Federal Programs, Ms. Michele Downing, Director of Data/Personnel, & Ms. Stella Ritter, Coordinator of RtI/CSE Chairperson K-5.

ii.
Each of the above district office people will be involved in a four step process of *"plan-do-check-act"*. This model for carrying out change will be repeated again and again for continuous improvement. Implementation of the plan will require the principal to engage individual or group district level supports in this process when starting a new improvement project related to one or more of their areas of expertise or when planning data collection and analysis in order to verify and prioritize problems or root causes. Thus when the principal recognizes an opportunity and plans a change the next step will be to test out the change by attempting on a small scale. Then a check will be conducted where the results are analyzed and identification of learnings take place. This will be an important point where district office staff will be asked to become involved. Next a decision about the action to take based on the knowledge learned from checking will need to be made. If change did not work, leaders will need to go through the cycle again with a different plan. If successful, leaders will need to incorporate what was learned into wider changes. What is learned can then be used to plan new improvements, beginning the cycle again.

The National Center on Time and Learning Partnership, consultants selected to work with Tecler Magnet School, will have a midpoint benchmark and an end of the year benchmark. District personnel will meet with the principal and this partner to complete these checks. Each will have set measurable goals. It will be important for all parties involved to first come to a consensus on the results of each measurable goal. Then these results will be analyzed to discover if the goals have been reached. The group will then decide on the alignment of specific actions related to the goal to allow for either a new goal to be set or for the plan to continue on track. Once this decision is made it is now the time for the 'act' part of the process and for the decision of next steps to be made.

Needs of the Leader in Me implementation will be discovered by analyzing the baseline data and tracking results to determine how the leadership model is bringing results and if these results are meeting the expectations of all involved (district office personnel, principal and partner). Should the results be as projected, then the plan will continue to follow the implementation schedule that was put together. However, should the results not be as anticipated then the Leader in Me partner will be asked to give specific feedback as to why this has occurred. The building principal will provide any necessary information in order for this feedback to be accurately put together. This analysis will allow for cause-and-effect as well as correlation relationships to be indicated. Possible options and external resources and advice that may be needed will be explored by the partner. These will be brought back to the principal as well as appropriate district office personnel. This will allow for all involved to make decisions on the next best steps to take in the implementation process. This process will occur at 5 week points. It is necessary to closely monitor the Leader in Me as it is the one program that is infused into all of the other necessary components of the new plan.

AVID will be implemented at a different rate than many other parts of the new plan. This is intentional so that resources can be fully put towards the parts of the plan that will have the most impact on students in a quick amount of time. AVID strategies are very important and it

is the intention of the plan to allow these strategies to be phased in at a slower rate so that those staff members using AVID will be able to become strong supporters and advocates of the program as they have had the luxury of learning the program at a slower pace than others. These initial staff members will then spur the growth of AVID throughout the building as others will see that results are evident in AVID classrooms. District office leadership will be able to coordinate this implementation by supporting the work of the building level leadership in conducting classroom observations and walkthroughs with intentional purpose of looking for AVID strategies and then supporting teachers when witnessed. Also, district level administrators will conduct these on a monthly basis. This particular partner is providing professional development at state and national conferences and requires data to be collected throughout the year and entered into an online database. This data will be shared bi-annually with district level staff listed above.

The embedded consultant work in writer's workshop and Daily5/CAFÉ will require that district office personnel interact with teachers, the consultants and the principal on a more direct and personal level. Sitting in on grade level meetings that are focused on student work will be important. Also, walking through the building with the purpose of looking for evidence of quality related student work within classrooms, in hallways and in larger spaces such as the cafeteria will be a significant part of the process for supporting this effort.

With the support of the Director of Data/Personnel, Michele Downing, an inquiry cycle of data-driven instruction including assessment, analysis, and action as a framework for school-wide support of all student success will be implemented for the 2013-14 school year. An elementary interim assessment calendar is being developed that will incorporate a specific cycle of planning, action, evaluation and feedback. It is imperative that the school foster a data-driven culture. Hence, planning will take place during the summer of 2013 with the staff of Tecler to coordinate procedures for assessment development, analysis, and action. The summer work and all work to follow will be guided by three main questions:

1. Where are we in terms of our goals?
2. Where are our students in terms of their college and career readiness?
3. How do we get there from here?

Student assessments will show us what our students know and are able to do thus far, and where the gaps are in their learning. We need to be sure to establish processes for using the data from those assessments to close those gaps. Diagnosing the strengths and weaknesses will allow the building principal to select teachers for specific targeted professional development for Tecler staff. Preparing our teachers for data-driven instruction and inquiry is one of the most important factors in helping all students achieve success.

Time will be built into the school day for a weekly 30 minute data meeting with grade level teams by releasing Tecler general education teachers from their responsibility of co-teaching Media classes. This meeting will include the principal, Beth Schill, and grade level teachers. The purpose will be the following:

1. Distribute leadership and capacity.
2. Build collaborative teams.
3. Use data frequently and in depth.
4. Focus on instructional improvement.
5. Nurture a collaborative culture based on commitment to equity and trust.

ID – Teacher and Leader Pipeline

i. To recruit effective educators for all students, we actively and strategically market the District, have developed high standards for the identification and selection of candidates, and aggressively reach out to all possible candidate pools. With the implementation of OLAS (On-line Application System for Educators) the District has not only dramatically improved our recruiting practices, but also streamlined process and procedures. The District's goal in recruitment is to find teachers and leaders who have embraced the culture of high expectations, who are committed to seeing all children achieve, have experience working with urban populations, families with students of low economic means and who can connect with the students and families of the Amsterdam community. These teacher/leaders love learning, relate well to children, work hard and have high morale and devotion to their work. Cultivating a culture of high expectations, for students and teachers alike, that emphasizes academics and student learning, and engaging in continual assessment and efforts to improve, are the priorities as we look to improving our recruitment practices.

The selected principal for Tecler was chosen utilizing this process. Mrs. Schill is a National Board Certified elementary teacher with 9 years of experience as a special education and elementary education teacher. She completed her administrative internship in a Rochester City School District elementary building. She has also been a vice principal for two years in the Syracuse City School District. She was at a PLA high school utilizing the turnaround model and at a middle school using the transformation model. She therefore has the years of elementary teaching experience, experience working with urban populations and families with students of low socio-economic standards, as well as embraces high expectations and is committed to seeing all children achieve.

Mrs. Schill will identify staff lacking the necessary skills to be successful in a 'reform minded' school culture and put development plans in place to assist the employee. This process will be ongoing. There are a limited number of staff members who have currently been identified by building and district leadership as not capable of being successful in a reform setting and are accepting different assignments for 2013-2014.

Research indicates that teaching experience has consistently been linked to student scores. Over the first five years on the job a teacher is able to make increasing learning gains in their students. With this in mind, the district will focus on hiring teachers with three or more years of successful experience in high poverty, high minority schools, specifically Hispanic population, and Spanish speaking skills. Hiring procedures for elementary positions will be altered by giving Tecler the priority in the hiring of teachers to fulfill positions. This will allow Tecler to staff with the highest quality individuals into each open position.

For the last 4 years the GASD has utilized the Teachers of Tomorrow grant. In recognition of the demands of teaching in our highest-need schools, this grant offers financial incentives to teachers who take on challenging assignments. Teachers of Tomorrow is a state-funded grant intended to provide recruitment incentives and tuition reimbursement to teachers working in subject/teacher shortage areas. In addition, it offers a Master Teacher Program which provides a financial incentive for Nationally Board Certified Teachers. In the current school year, 2 teachers have received National Board Certification. In addition we have teachers pursuing the NBCT and

Take One (a step-by-step path toward NBCT) opportunities. This grant has assisted us with hiring highly qualified teachers who might have secured a position in a different district.

Individual Career Path Plans will be developed by outlining the ultimate career aspiration of the individual, then map a clear plan to reach that career goal (ie. A teacher who wants to be a teacher leader or wants to progress into an administrative position). The primary promotion factor for moving into a literacy, math coach or teacher leader will be directly related to the strength of teaching observations made by the building principal or by student performance produced by the teacher, whichever one is more recently available.

ii. The grant-related hiring is in alignment with the District's current procedural and budgetary structures thus the District will meet its commitment to move forward with the recruiting and hiring of the teachers and leaders specified in the grant in time to initiate the changes. Searches for qualified candidates have already begun for several of the grant positions. This will allow the new building principal to begin the process of sorting through the applicants and to be ready to start the hiring process immediately once the grant is received.

iii. District Wide training programs designed to build the capacity of leaders to be successful in leading dramatic change in low achieving schools have included the CASDA District Capacity Building through the Systemic Turnaround Grant: The major components of this district initiative include support and training for the Board of Education in developing a district vision and cohesive strategic plan focusing on the articulation of achievement goals and goals of practice to be incorporated, utilized and understood district wide; provide the capacity and support for District leadership in developing a K-12 educational plan driving instruction and building level decisions in order to obtain said goals; assistance to building leaders to develop a collaborative team structure within buildings, to embed data driven instruction and engage in a comprehensive audit of the current leadership structure to capitalize on district resources.

History: current grant recipients. Implementation began December 2012. The Know Your Schools ~ for NY Kids seeks to provide educators with information about how to improve student achievement by examining the best practices of high needs, highly successful schools. With resources for elementary, middle, and high schools, the Know Your Schools website provides accurate data in a variety of interactive and easy-to-understand charts and graphs. It contains reports on best practices as well as case studies of school success stories. Know Your Schools researchers have also developed COMPASS, a tool kit and workshop series for schools seeking to increase student achievement that will help stakeholders identify specific needs, resources, and goals. COMPASS work allows leaders to directly implement training as the COMPASS team works together to investigate the research based methods and then to apply them to the school. This year the district will be offering a summer leadership training. The district is looking forward to this professional development for administrators related to new and proven programs and structures for school success as well as the latest regulations and legal updates. Admittedly the district wide programs for leadership have been narrow in scope. The District is continuing to increase its offerings for leadership development and is very excited about this new summer leadership training being a catalyst for future programs. The chosen principal did not result from this program. The principal will attend the Turnaround Institute at Harvard next year. The institute is held in June and will help provide

specific strategies and professional development necessary to be successful in the transformation process.

iv. Elementary Teachers in the district have been a part of Know Your Schools ~ for NY Kids which seeks to provide educators with information about how to improve student achievement by examining the best practices of high needs, highly successful schools. It contains reports on best practices as well as case studies of school success stories. Know Your Schools researchers have also developed COMPASS, a tool kit and workshop series for schools seeking to increase student achievement that will help stakeholders identify specific needs, resources, and goals. Each elementary school has a COMPASS team. Tecler teachers on the COMPASS team were chosen to remain in the school.

The district does support outside conferences by national presenters. For example, a group of teachers just attended Daily5/CAFÉ for reading workshop strategies and resources. Teachers have also been on recent visits to other schools. K and First grade teachers visited classrooms in Albany City School District. Third and Fourth grade teachers visited classrooms in Rochester City School District to see the implementation of Daily5/CAFÉ and the use of data in team meetings. This did allow for teachers to experience urban environments that have increased student academic performance and discuss with these successful teachers the strategies that they use.

The new programs that will be offered to teachers to build the capacity of teachers to be effective specifically in low achieving schools will be through AVID and The Leader in Me.

Continuous Trainings Throughout Year 1

Event	Agent Responsible	Outcomes	Reporting and Analysis	Rationale
CASDA District Capacity Building through the Systemic Turnaround Grant	CASDA	More informed staff in the areas of successful school improvement	Staff evaluations and assessment results	To address a lack of full understanding needed for effective turnaround
Know Your Schools ~ for NY Kids	CASDA	Build capacity to independently analyze assorted data to revise and adjust school improvement activities	Survey of teachers' understanding of data analysis	The school will benefit from learning about the success of similar schools
Summer leadership training	CASDA	Administrators will become knowledge of the latest and most effective school improvement initiatives	Group report out following training	Rules are constantly changing and administrators need to be current in their practice
Teacher evaluation tool training	GASD Admin & CASDA	Teachers will become significantly more informed as to areas of growth and will, as needed, co-develop plans for improvement	Survey of teachers' understanding of the APPR process	In order for teachers to obtain the maximum benefit from the APPR process, they must be fully aware of the structure and expectations

Training and assistance provided by Coordinator of Student Engagement/Community Involvement	Coordinator of Student Engagement/Community Involvement	Attendance will improve; Parent engagement will increase	Improved attendance figures and parent participation rates	These are areas of concern specifically recommend for support in multiple external reviews
SUNY Binghamton MATH SMARTS grant	SUNY Binghamton	Understanding of Common Core shifts in mathematics	Math performance on assessments	Conversion to the Common Core in Mathematics has been a notable area of difficulty
Positive Behavior Intervention Supports (PBIS)	Joe Otter, BOCES	Overall improved building climate	Climate survey	Building climate is in need of intervention
DDI Data review and utilization	CASDA and GASD administration	Build capacity to independently analyze assorted data to revise and adjust instruction &school improvement activities	Calendar of DDI assessments	There is a need for data-driven instruction in order to best improve student achievement
Professional Development Centered around Good Teaching	CASDA	Improved instruction & student engagement, improved rigor & relevance across curriculum areas, adopting CCSS shifts in practice	Improved academic performance and as witnessed in teacher observations	Improved instruction is directly connected to improved academic outcomes

Magnet Theme Integration Across all Content Areas	GASD Admin	Develop plans for incorporating the Magnet Theme with the Common Core shifts across curriculum areas to enrich he academic experiences of all subjects	Increase to time on task with a magnet theme focus	To increase student engagement without decrease academic time on task
Differentiating Instruction & Cooperative Learning including developing effective transitions	CASDA	Improved instruction & student engagement	Improved academic performance and as witnessed in teacher observations	To meet the needs of a diverse learning community
Technology Integration Training	GASD Admin and Staff	Develop and implement strategies for using technology in the classroom to enhance student motivation and engagement	Survey of technological use in the classroom	Technology is only effective if individuals know how best to utilize it
Vertical curriculum alignment and building-level curriculum development	GASD Admin & CASDA	A structured, common-core aligned curriculum across grade levels	Review of curriculum content through Rubicon Atlas	To avoid unnecessary content repetition and close gaps in the learning process
Cross-curricular content integration	GASD Admin & CASDA	A structured, common-core aligned curriculum across curriculum areas	Review of curriculum content through Rubicon Atlas	To provide subject content while promoting ELA and Mathematics application and development

IE – District Level External Partner Recruitment, Screening, and Matching

The Greater Amsterdam School District will not enter into any contracts with outside agencies without first performing a complete review of the partner agency's capabilities and past performance. It is District policy that all contracts are shared with the school attorney and require that any party entering into a contract arrangement with the District acquire a liability policy as a precaution. It is also required that the contract specifically spell out what services are to be provided and what evidence must be presented to the District as proof of work completion. Payment will not be made until completion of services has been demonstrated. Once partner agreements have been drafted, they will be approved and signed by all parties involved. As long as funding is in place and signatures have been obtained, a partner may begin their work immediately. These specific policies will also apply to Tecler along with more specific and rigorous steps which are listed below.

The following steps will be followed in the search and development of partnerships with Tecler:

1. Ensure a transparent and fair process will evolve as all stakeholders will be informed of the need for partners.
2. Specific goals including measurable expectations will be formulated that are connected to clearly identified school needs. At Tecler, partner organizations will need to show the ability to address at least one of the following areas: Promoting Data Informed Decision Making, Increase Instructional Capacity, Building a Culture of Excellence, Linking Community Supports to Student Achievement, and Extended Time for Student and Staff Learning Supports.
3. Partners will be asked to give details involving the ability to offer measurable sources of data at set points to determine the amount of success of the partnership in meeting the specified goals.
4. Criteria for selection will include a review of the following materials: a track record of success and financial stability, resumes of individuals working with Tecler, written application, references from other schools they have supported, and a specific breakdown of the services they will make available to the school. These potential partners are asked to share resumes of those who will be working with the District, a record of past working relationships/references from other schools they have supported, and a specific breakdown of the services they will make available to the District.
5. This initial screening will be conducted by the Tecler building principal. Historically this is the role of a Central Office Director in the district, however the Tecler Magnet School building principal will be expected to oversee the collection and review of these materials for any new partner agencies and will also perform reference checks and take part in development of contract language and an RFP, as needed.
6. Partners must be willing to interview with the School Leadership Team if requested.
7. Adequate budget funding must exist in order to support the relationship with the partner for the length of the contract.
8. An annual review of all partners will commence on the anniversary of the partner's start date. This review will include a review of interim indicators of growth and all measurable outcomes.

9. All partners will be made fully aware that the contract will include defined consequences if progress on goals does not meet the specified criteria.

Year one implementation of partnerships will occur on schedule. In July, the District will ensure that a complete assessment of building needs, aligned with potential partners and completion of all reviews and interviews of partners, will occur. In August, the selected partners will meet with building leadership to plan for a start time. Some determined areas of need will require partners to perform audits and to plan implementation. This process is anticipated and will not undermine efforts toward building-wide change. The timeline for plan implementation will be adjusted accordingly. As soon as the grant is established, the District office will offer assistance to the building principal in moving the budget process forward at a quick pace.

The initial search and development of agreements with partners will be led by the building principal with support of District Office Director Robert Mark. The building principal will have final approval rights for partners that have passed the screening and match selected areas of need. Once the principal approves these partners by the end of July, the principal will be responsible for enacting a timeline that will allow for a viable plan by the start of September.

IF – Enrollment & Retention Policies

i. There are four elementary schools in the District. They vary in size from 351 to 488 total students, the largest being Tecler. Attendance rates of the four schools are comparable at 95%, 94%, 93% and Tecler's 93%. Percent of free lunch includes 57%, 80%, 69%, and Tecler's 67%. Parents tend to enroll their students in the nearest school when at all possible regardless of the magnet/lottery process that is utilized and described in ii. This leaves an area with more economic means than the rest. ELL percentages are at 1%, 8%, 3%, and Tecler's 4%. A definite difference exists when you look at average Title I populations across the four schools. The average Title I population at two of these schools is 25%. The other two schools, which includes Tecler, have an average of 47%. Special education percentages are 12%, 8%, 8%, and Tecler at 11%. These numbers are however deceiving as Tecler does not have a comparable special education population when you look at the types of needs. Tecler's special education students are comprised of mostly self-contained students with high needs and one group of inclusion students in one grade. This distribution of special education students is a significant problem for Tecler. This is due to the lack of choice in special education placement across a continuum within the building. A student that is identified as having special education needs must either be placed in a self-contained classroom or leave the building. Some recent facts to consider: There has been an increase in the number of students with disabilities (SWDs) with more intense needs (i.e., severe heath, mental health and anger management issues) have been assigned to the building; a decrease in the English Language Learner (ELL) population in grades 3-5 (from 30 to 21 students); an increase from 39 percent to 45 percent of the students living in poverty; and an increase in student tardiness.

ii. All elementary schools in the Greater Amsterdam School District are schools of choice. A lottery system for student placement is utilized giving preference to siblings only (If a sibling is currently enrolled in a particular elementary school, the enrolling student will automatically be assigned to the same school unless a parent prefers otherwise or space is not available). A student who begins in Kindergarten at the Tecler Magnet School will stay there through grade 5. The lottery enrollment process has a goal of ensuring that SWDs, ELLs, and students performing below proficiency have access to diverse and high quality school programs across the District. Each magnet school has its own focus and allows students to have a choice of programs.

iii. The magnet lottery assists in allowing a diverse population to access any school within the District, thus addressing issues of disproportionality. General education students enrolling in Grades K-5 in the District have an opportunity to attend any school of their choice, with access to transportation as appropriate. The District provides a continuum of special education programs which are spread across district buildings. Student with special needs are placed according to availability of services, thus the lottery process does not apply. To meet the needs of English Language Learners, the staffing of ESL teachers is reviewed each year and adjustments are made to provide appropriate levels of service based on enrollment. A similar process is used in regards to students performing below proficiency in that Academic Intervention Service (AIS) providers are assigned to buildings based on student performance data and enrollment.

IG – District Level Labor & Management Consultation & Collaboration

i. Discussions regarding the planning and implementation of plans for the priority school have been discussed with the administrative and teacher unions. Meetings have been held to discuss the short-term and long-term needs of the building. All parties agree that continued communication and discussion are paramount to moving forward with the plans.

Ms. Terry Dewey, the current principal to be replaced on July 1, 2013, is also the President of the Amsterdam School Administrators' Association (ASAA). SAANYS council has been provided to the administrative team regarding the changes to administrative assignments. David Ziskin, Vice President of the Association heas signed in support of the plans and efforts contained in this grant proposal.

Mr. Richard Peters, President of the Amsterdam Teachers' Association (ATA) has signed in support of the plans and efforts contained in this grant proposal. The teachers' union will work with the District in finding solutions most beneficial to the Tecler community.

Directors Mark & Downing have met with the above representatives on separate occasions in an effort to gain input and provide transparency to the process. It is important to note that the plan draws from recommendations from past reviews (JIT, SQR, ESCA, QIP...) and the School Comprehensive Education Plan. Each of these documents was developed through teacher collaboration and or input.

ii. See Attachment A

IIA – School Overview

Tecler Arts in Education Magnet School is an elementary building serving students in Pre-Kindergarten through Fifth Grade. The magnet theme is an ever-growing part of the school's identity and serves as a mechanism by which students can become engaged in learning and can apply their knowledge to future careers and college readiness. Through the Transformation Model, as described in the 1003(g) School Improvement Grant, the school is heading in a new direction. It is the mission of the school to meet the educational needs of every student by capturing their interests and expanding their understanding of reading, writing, math, science, social studies, and other subjects with the vision of providing a new perspective through the artists' lens that will capture students' attention and allow them a deeper understanding of the content.

In order to build upon the new spirit of reform, the building will need to embrace a new vision and mission that will clearly point the building in the correct direction. The new vision of Tecler Magnet School is to offer an innovative arts integration program to encourage students to reach their fullest potential in a global society. The new mission of the school is to do whatever it takes to maximize student learning in literacy and numeracy. Our new motto: "the most improved building in the Amsterdam District".

We have three goals for the three year time span. These include increasing instructional capacity, promoting data-informed decision making, and building a culture of excellence.

Goal 1: Increase Instructional Capacity

Actions:

1) The internal structure of the building will be changed to be comprised of three houses. Each house will contain grades K-5 and, in some cases, a self-contained classroom. Grades within each house will be grouped in spans of 2 to allow for students to be in a family. Students will stay together as a class for two years. This will allow teachers to work together with students from different grades within the family. Three teacher leaders will be assigned, one to each house, to help ensure that procedures and systems are consistent across houses and families. Also they will be responsible for assuring vertical alignment of the curriculum and sharing of student work for teachers to discuss. The houses will allow for the building to take on a persona of a much smaller building. A school retreat over the summer will offer team building, collaboration and teacher leadership opportunities to all staff.
2) We will make changes to the master schedule to allow more time for rigorous academic instruction and teacher collaboration. Grade Level team meetings will occur weekly and include promoting and monitoring the reform plan. This does not currently occur. By utilizing the media specialist, time will be created for teachers to meet. District-level department Directors and Coordinators will need to be involved in supporting these changes. House teams will also be able to meet monthly to plan for social and academic activities. Also, the addition of a Dance

Instructor to work with students will have an additional benefit of allowing teachers additional planning time. Permanent building substitutes do not exist currently at Tecler. By adding two building substitutes, students will be taught by familiar people on a more consistent basis. Also, these substitutes will receive building professional development and thus instruction will be able to carry on more smoothly for students.

3) Extended school day and school year opportunities will be critical to performance gains in identified sub groups. The National Center on Time and Learning (NCTL) will be a new partner to help with expanding learning time. Expanded learning time can raise achievement by ensuring students have more time to benefit from instruction tailored to meet their individual needs. Not only does more time allow for longer class periods in which students can examine topics in greater depth, but expanded-time schools are also able to set aside whole periods each day to focus on small-group instruction to address and overcome student learning deficits. More time also helps to ensure the inclusion of the critical classes that too often have been scaled back, such as science, social studies, and the arts. This is critical for Tecler as integration of the arts is at the core of increasing student engagement and in attracting students to the school program.

4) Professional Learning Communities (PLCs) are currently not used in the district. Current administration will be sent to PLC training in July 8-10 in Minneapolis, Minnesota. This training will allow the building leader to bring back knowledge and tools to implement the PLC process for sustained, substantive school improvement. In August when the other administrator is on board, the training will be turn keyed and planning will commence for PLCs to be utilized during the school year. Following a year of planning with the National Center on Time and Learning, we will work together in years 2 and 3 to create a better alignment of time use that will allow us to create better opportunities for learning. For example, better use of time will allow for discontinuing the need for building substitutes for PLC meetings. Starting year 1 we would like to offer embedded staff development through the Dance Instructor who will offer regular and special education teachers the opportunity to integrate the arts within classes. This will also offer purposeful movement for students who need it. This integration of the arts into instruction will be a new reflection of the current magnet theme.

5) Professional Development in the areas of writing workshop and Daily5/CAFÉ will be integrated within instruction. A literacy coach will be working directly with teachers to help plan, observe lessons and provide exemplary teaching models. Sheltered Instruction Observation Protocol (SIOP) training for staff to address ELL teaching strategies will also be offered and include a lesson plan/unit plan template. The new assistant principal will work with the SIOP trainer to ensure that staff are properly trained and utilizing strategies. All district offered professional development for initiatives at Tecler will be provided at Tecler for only Tecler staff. This will help to encourage the camaraderie of the building. This is not the case in the other elementary

buildings as their professional development will be offered at the district level and open to all buildings.

6) Tecler will begin transitioning to a new model of special education inclusion. Inclusion teachers will be assigned a maximum of 18 students. Students will be placed in groups of no more than five students. In this new model each grade level in the building will have an inclusion classroom. A special education teacher will be hired to fulfill this new role. This will ensure that Tecler offers a full continuum of special education services and will serve as a model for the rest of the district to follow.

Goal Accountability: Percentage of students achieving or exceeding proficiency on state assessments will increase by 10% each year.

Goal 2: Promoting Data-Informed Decision-Making

Actions:

1) Tecler will follow the paths outlined in *Using Data in Leadership* by Lorna Earl & Michael Fullan. Book groups will meet starting at the beginning of the year. Also grade level teams will discuss, plan and implement strategies during team meetings and with the District Office Director of Data and Personnel, Michele Downing. This model will allow teachers to see how data can be used for improvement and accountability. Principal walkthroughs with follow up guidance to teachers will help with the implementation of this focus.
2) Data will be used to intensively drive improvements in instruction and to respond to individual student learning needs. All professional development will be directly aligned to current data needs. Data from observations for the APPR are collected online in EdVista. EdVista organizes this data by the strands of Danielson's observation framework. This data will allow the leadership of Tecler and staff members to objectively look at professional development needs within the building. A formal professional development plan will be drafted to respond to individualized areas of need in teaching as indicated in data.

3) The assistant principal will be accountable for ensuring that data is displayed within the school building, as well as given to parents, community members and students. This will help all to see the significant importance being given to data and to allow people to see the changes in achievement, discipline and attendance as they occur.

4) Staff will become well versed in utilizing the existing student management system: eSchool Data. This will provided a deeper understanding of the many factors which impact student performance, including attendance, discipline, report card grades, interim assessments, and reading levels. More comprehensive data by subgroups will be made available by the district and analyzed and used to inform instruction. This will occur in monthly data meetings coordinated by Central Office, under the direction of Michele Downing, Director of Data and Personnel.

5) Teachers will develop, collaboratively, intervention plans for individuals and groups of students, based on collected data from assessments and other sources. A class data profile will be of great importance in this process. By looking at student and class data, teachers will be able to determine individual, small groups and whole group needs of students and design instruction accordingly.

Goal Accountability: Interim assessment calendar, team meeting agendas, data walls (a visual representation of student growth for monitoring and implementing change efforts) and data bulletin boards (a reporting throughout the building of notable data).

Goal 3: BUILD A CULTURE OF EXCELLENCE

Students and adults connected to the school that rate the building environment as having a culture of excellence will increase each year. Survey results will be used for accountability measures.

1) Our overall cultural initiative is to reduce student referrals to the office and offer consistent discipline procedures for utilization within the whole building to allow for classrooms to be environments of excellence for learning. The entire staff at Tecler will be implementing a consistent behavior management program Developed by consultant Corwin Kronenberg. The plan involves four main components: Your Job/My Job; Work, Respect, Belong; Above the Line/Below the Line/Bottom Line; and Fix-It Plans. It is designed to work with existing, individual classroom management plans. Above the Line/Below the Line/ Bottom Line is a system used to categorize behavior. Good or appropriate behavior is deemed Above the Line, inappropriate behavior is deemed Below the Line, and serious rule infractions are considered Bottom Line. Students categorize Above the Line and Below the Line behaviors. They generate a list of behaviors and decide together where they think each behavior fits. Bottom Line behaviors are predetermined based on district policy. Bottom Line behaviors include swearing, fighting, harassment, weapon violations and vandalism. When a student chooses to act inappropriately, their behavior is referred to as being "Below the Line." It is at this point that the student will be given a choice by the staff person observing the Below the Line behavior. The staff person then sits down with the offending student and the others involved, if anyone, and the student is asked to brainstorm ways they can "fix" or "repair the harm" that they have caused. For example, if a student made fun of a classmate and left him or her out of a game, a Fix-It Plan might involve being "extra" kind to the student and specifically inviting that child to join in a game that day. The child who had been made fun of is encouraged to give input as to what he or she thinks might help "repair the harm," and an agreement is negotiated. It is the job of the involved staff person to follow-up and verify that the plan was carried out. This system will work along side the Leader in Me initiative and offer consistency to discipline, routines, procedures and the soft skills that are necessary in learning. The new assistant principal will head this initiative.
2) PBIS will be carried out with fidelity with the support of a district based PBIS consultant and more importantly the new Assistant Principal. By delegating PBIS to this person the building will be able to connect PBIS to the community and home environment. PBIS has been in the building but it needs the additional support from a provider in order to move it in the right direction and to provide teachers with specific data and strategies.
3) The overall tone of the building will change with newly designed houses and families taking on the name of artists, developing their own missions, visions and participating in art projects together. Bulletin boards will display student worked and indicate the appropriate

common core standard. Classrooms will have a college corner filled with college visuals. Classroom walls will have performance rubrics and samples of excellent work.

4) In the first year AVID training will commence with the fourth and fifth grade staff. This will bring a new focus on college and career readiness.
5) Increase parent and community involvement in school day activities, PTO events, classroom learning celebrations, knowledge and use of community services by the following:
    a. Form a parent library within a parent center in the school.
    b. Invite parents to house events such as Reading and writing celebrations.
    c. Set procedures and protocols for parent and community volunteers.
    d. Reach out to community organizations to help plan parent/family events.
    e. Encourage community and family involvement in PBIS.
6) Currently a uniform policy is in place but not being fully implemented or monitored. Having students follow the uniform policy would help students to rally around the new culture of the building. Students would be able to visually see a difference in the expectations of the school personnel and this would in turn carry over to the higher academic expectations. Scheduling a uniform free day once a quarter and offering students different options to display their school pride would help to rebuild the uniform policy. Having a clothes closet of uniforms would be helpful to ensure that students have access to the uniform during the day when it is forgotten.
7) Organize and implement student activities to help create a community. Assign each grade level a task within the school for example 5th graders do announcements, 4th and K work together to collect the recycling, etc. Reinstate traditions of the past and create new ones for staff, students and the community.
8) Increase student engagement in learning activities:
    a. The building used to be a school without walls. Many walls are comprised of bookshelves, dividers and by other means which does not result in actual walls. Not only is this a serious safety concern but it increases the distractibility of students immensely. Students need to walk through one or two rooms to get to their room. It also adds to the volume level of the building. Completing walls for all classrooms within Tecler is thus a significant project that needs to be completed in order for students to first, be safe and second, increase their engagement in learning.
    b. The present art teacher will recreate the current elementary art program around the goal of promoting a foundation for understanding, creating and valuing art in a fun, relaxed environment. The program will provide opportunities for creativity and self-expression while developing critical thinking skills. Students will be encouraged to explore a variety of materials and art forms. Interdisciplinary curriculum will be emphasized. Units of study in art will be developed in conjunction with classroom curriculum in order to teach to the whole child. At each grade level, art activities will be aligned with the NYS Visual Art Standards. Time for the art teacher to create these units as well as to collaborate with classroom teachers and both of the instructional coaches will be derived from the utilization of building subs.

c. Currently all students participate in general music classes. Students need to be actively engaged in developing musical skills and understanding through singing, moving, creating and playing on a variety of classroom instruments both within the music classroom and the child's general education class. For this to happen, the music teacher will time to collaborate with both of the instructional coaches and the classroom teachers.

Goal Accountabilitly: Monitor by evidence of professional development being embedded and utilized in the above mentioned areas of art and music by principal walk thru's.

IIB Assessing Needs of the School Systems, Structures, Policies & Students

i. See Attachment B

ii. Students with disabilities comprise 7% of the population. This is the only building in the district to have 3 self contained classrooms (others have fewer). They include: a 12:1:4, a 15:1 and a 12:1:2 classroom. The medical and behavioral needs of these classrooms are high. There is currently only one grade level (5th) that offers a consultant teacher model. The ELL population at Tecler consists of 4.2% of the Tecler population (21 out of 490). 72% percent of students are eligible for free or reduced lunch.

The rate of poverty is similar to three of the other elementary schools in the District. Financial needs of families, as well as the overall number of students with identified disabilities, are particular areas in need of support that the District as a whole is working to address. Many elementary students within the building are unfamiliar with college and do not understand the importance of being prepared for college. 33% of the students are minorities.

Not one accountability group at Tecler reached the safe harbor target in ELA or math for the 2011-12 school year. Less than 1% of the students who are considered below proficiency are considered on track in ELA or math with only 30% considered at or above proficiency.

iii. The following reviews and audits have been performed over the past several years that apply to Tecler Magnet Schools:

- District-Wide – District ESCA, AMAO (ESL)
- Tecler – Tecler ESCA, JIT

The District-wide and Tecler ESCAs (curriculum audits) were conducted by Measurement Incorporated in the 2009-10 School Year. The most current AMAO plan was developed in District and was reviewed as part of a State Education Department Title III review in the 2012-13 School Year. The Joint Intervention Team review was conducted by State Education Department staff and an approved consultant named Richard Jones in the 2011-12 School Year.

During the 2012-13 School Year, a State Review of Tecler Magnet School was conducted using the new Diagnostic Tool. A final report has not yet been received. When it becomes available, its findings will be reviewed by the building team and leadership to be incorporated into the plan.

iv.

The reviews of Tecler have included several areas that are strengths and show capacity that needs to be continued and encouraged. From the CEP, the Speech and Language Specialists provides additional support to struggling SWDs; monthly meetings with a Mental Health professional, and County social worker housed in building facilitates family support and service coordination; and the use of a 90-minute reading block has increased the time spent in reading focused instruction. These are notable areas that leadership tends to support and nurture in the SIG plan. A structure for the 90 minute reading block, called Daily5 will help teachers to increase the use of that time, the county social worker from St. Mary's is a program that will continue as

well as the monthly meetings, Speech and language specialists will be included in the Daily5/CAFE training to ensure that continue to be a strong support for struggling SWD's.

Below is a summary of key recommendations from each of the above reviews and audits addressed in this proposal.

Recommendation	Source	Response Under Grant
Provide an external mentor for the building principal	ESCA Tecler	N/A – Changed Principal
Assign AIS and Special Education staff to grade level teams for professional development activities	ESCA Tecler	These teachers will be associated with a "house"
Conduct a detailed assessment of the PD needs of Tecler teachers and provide monthly pedagogy mini-sessions at grade level and/or staff meetings to address knowledge gaps	ESCA Tecler	Addressed through administrative supports, PLCs, coaching, APPR data, and other training
Conduct a day-long school retreat focused on team-building, collaboration, and teacher leadership	ESCA Tecler	3 Day summer retreat scheduled
Emphasize student engagement as a primary goal for PD and monitor progress through regular principal walkthroughs	ESCA Tecler	Leader In Me Program and APPR
Ensure ongoing coordination of the curriculum and student progress goals with extended day/year programs	ESCA Tecler	Collaborate with National Center for Time and Learning to develop a plan to expand learning time
Increase membership of the CEP School Leadership Team to include representatives from all grade levels and meet quarterly to discuss school improvement results	ESCA Tecler	New team will be established
Hold all staff accountable for promoting and monitoring the goals of the CEP plan	ESCA Tecler	Staff Training, New building-wide expectations, Data Team reviews
Support continued implementation of PBIS, FBAs, and BIPs	JIT Tecler	Additional training, Behavior Specialist support
More frequent parent conferences for at-risk students, including student-led parent conferences	JIT Tecler	Assigned to new assistant principal
Provide more frequent progress reports, especially for at-risk students	JIT Tecler	New interim assessments communicated with parents and AVID reports

Scope and sequence in reading and math should include more explicit direction to teachers to encourage them to move beyond direct instruction using text and worksheets toward improving rigor and engaging student work	JIT Tecler	Readers/Writers Workshop; Common Core-based Math series; Building-level version of the District curriculum developed in the 2013-14 School Year
Introduce relevant and engaging learning experiences by incorporating applications of art and music in regular education	JIT Tecler	Building-level curriculum will reflect Magnet program; Dance Instructor; Collaboration with Creative Connections Art Center
Expand use of data, including summative, interim, and formative to monitor student progress and inform instruction	JIT Tecler	Assessment calendar developed; Data teams
Focus on instructional differentiation, flexible grouping, checking for understanding, and strategies to increase student engagement	JIT Tecler	Consultant (Alexia Ryan, CASDA)
Conduct classroom walkthroughs to identify exemplary teaching practices and the impact of staffing cuts and seek viable solutions with limited resources	JIT Tecler	New principal, assistant principal, APPR
Hire an Assistant Principal or instructional coach	JIT Tecler	Assistant Principal to be hired
Provide additional professional staff to support teachers in the classroom through administration or instructional coaching	JIT Tecler	Literacy Coach, Math coach, 2 Building Substitutes, House leaders, Dean of Students
More frequently state, post, and establish student understanding of learning objectives	JIT Tecler	Readers/Writers Workshop, AIVD and The Leader in Me
Provide students with more frequent breaks for students to engage in movement breaks	JIT Tecler	Dance Instruction; Collaborate with National Center for Time and Learning
Establish and promote classroom routines in transitioning between activities and use of learning centers and small group work	JIT Tecler	Readers/Writers Workshop, The Leader in Me
Increase displays of student work, including high-quality student work to provide models	JIT Tecler	Led by each "house"
Expand use of rubrics to assess more complex student work to provide teacher feedback, student feedback, and self-assessment	JIT Tecler	Support from coaches; Use of Daily 5 Pensieve

		notebooks
Provide more frequent evaluation and feedback to teachers	JIT Tecler	APPR, Coaches
School leader should seek grants and supplemental funding to improve accessibility to and maintenance of technology equipment and access to library materials	JIT Tecler	Applying for this grant and others as they become available
Provide greater accountability and follow-up support for teachers to implement skills learned in PD	JIT Tecler	Coaches
Offer PD based on individual staff needs	JIT Tecler	APPR; Coaches
Explore structural schedule changes to provide increased team collaboration at each grade level	JIT Tecler	PLCs; Collaborate with National Center for Time and Learning
Expand team teaching and co-teaching activities to provide rich, relevant learning experiences for students	JIT Tecler	Houses; PLCs; Collaborate with National Center for Time and Learning
PLCs and teacher collaboration	JIT Tecler	PLCs; Substitutes
Strive in instruction to stimulate higher-level thinking	JIT Tecler	Common Core; Training; Coaches

v. See the last column above for an overview of planned actions under the SIG plan. This plan prioritizes the identified needs by looking to determine those needs which when fulfilled will create the biggest impact on students at Tecler. Building leadership has organized the numerous needs as determined by the audits and reviews into categories. These categories will be discussed with staff and parents. Each group will be asked to identify areas that they believe will make the most impact on students and to also select one area that is a 'quick win' meaning that it is a goal that is obtainable in 100 days. Building leadership will then be able to prioritize these selected categories. The staff will be presented with 3 choices of 'quick wins'. One will be selected and a rapid response team will be formed to formally address this 'quick win'. The ability of the building to reach a set goal within 100 days is imperative. It will allow for stakeholders to feel that success is once again possible. Additional priority areas will be identified and placed within the plan for implementation according to when the proper resources of time, money, and people will be available to support the identified areas.

Additionally, Tecler's SCEP has provided an initial focus for activities needed to address building needs. With the Diagnostic Tool being used by the IIT in February, that plan will be rewritten to meet current priorities. The building principal will lead her teams in determining the appropriate actions to address these concern areas.

IIC School Model and Rationale

i. Only two of the models were considered, Turnaraound and Transformation, as these seemed the most likely to gain support of stakeholders. The strengths and needs were considered in order to decide which model would work best with the given requirements. By looking at the reviews it appeared that teachers did indeed need more training, supports and time for collaboration. Due to this need, it was felt that the Transformation Model would best allow the many teachers who have the potential to excel with these extra supports a chance to do so while the Turnaround requirement of 50% seemed arbitrary. Transformation would allow the building to keep the teachers that were ready to be a part of the new model without regard to a certain percentage.

Research based key design elements were carefully chosen for their ability to meet the specified needs in reviews. The 90 minute literacy block is a definite strength of the building. By utilizing the structure of Daily 5, a literacy structure, this block will be utilized at an even higher rate by teachers. The Daily5/CAFÉ program will also help to build student engagement through small learning groups It allows for student choice in topics of study and reading/writing which correspond to their own interests and backgrounds. Increased staffing levels provide greater instructional leadership and hence, supervision will occur with the addition of the Assistant Principal and Dean positions. This will coincide with the new model for classrooms. The building will be split into three houses and families will be utilized within each house. Families are similar to looping except the students do not stay with the same teacher. This structure is researched and has been utilized in many schools. This structure will allow students to form closer relationships and also allow teachers to collaborate together with their family partner. The reviews pointed to adjusting scheduling and staff to provide increased collaborative time for grade level teams. The addition of the dance instructor not only will infuse a new art into the Tecler magnet theme but will also support increased collaboration in the family and house structure. The principal has the autonomy to make this decision and SIG will make this a reality.

Students will also be receiving more time in their instructional day due to schedule changes. Working with the National Center for Time & Learning students will be taking advantage of time at the beginning and end of the day which was being unused. Also the scheduling of recess to coincide with lunch will add learning time. Writer's workshop will be an embedded professional development offered to complete the required number of extra professional development. This embedded PD will be invaluable in assisting teachers in developing instructional skills such as question formation to build higher level thinking and to develop a more focused approach to writing as a process beginning in kindergarten.

Ongoing training for the entire school on shared decision-making, teacher leadership and team building will occur with the new math coach, literacy coach and the three teacher team leaders and will continue into next summer's retreat. Also *The Leader in Me* school wide program will bolster the use of leadership throughout the building. *The Leader in Me* is a whole-school transformation model that acts like the operating system of a computer — it improves performance of all other programs. Based on *The 7 Habits of Highly Effective People®*, *The Leader in Me* produces transformational results such as higher academic achievement, fewer discipline problems, and increased engagement among teachers and parents. Better yet, *The Leader in Me* equips students with the self-confidence and skills they need to thrive in the 21st century economy.

In addition, the extra PD time that will be offered to teachers will provide teachers with time to analyze the new ELA Common Core Standards and include them in their curriculum mapping work.

Improving classroom libraries for more opportunities for students to read is included in the SIG with the addition of nonfiction classroom libraries. These added resources will help encourage teachers to include sustained silent reading time daily where students have a choice of literature and informational texts. The literacy coach will help to celebrate literacy in classroom displays and throughout the school. Teachers have started visitations to schools with successful literacy programs and the SIG will allow us to not only continue this but to allow teachers to visit schools with successful co-teaching models.

The building will also be getting in on the ground floor of AVID elementary. The school could set a goal to become an AVID site for other teachers to visit. District staff will be making efforts to interact with teachers and to conduct classroom walkthroughs to identify not only exemplary teaching practices but to recognize the impact of staffing cuts and to seek viable solutions within the limited resources as district staff will need to do walkthroughs for the accountability piece of the principal due to the SIG. The SIG will allow us to support teachers in the classroom with the support of the administration, the new assistant principal, the Dean and the instructional coaching provided by the literacy and math coaches. After school programs will embed AVID researched strategies and add a very important element of college and career readiness.

ii. The current relationship between the District leadership and Tecler Magnet School, is one that has been reviewed by multiple external evaluators and determined to be beneficial to the overall chance for program success. It thus seemed that the best model was the Transformation Model. The model was selected and the advantages and disadvantages of including the current principal, who would need to be replaced, were considered. It was decided to not directly involve the current principal in the design of this plan. This group of District Office administrators who are closely involved with the building have taken the lead in preparing a plan that will provide an strong base for growth that a new leader will be able to build upon in subsequent years of implementation. This plan was also developed with reference made to the work of building staff, the current building principal, and union leadership and teachers, through the development of the building CEP. Parent interviews from last year's JIT review, as well as the aforementioned participation in magnet program development, have been referenced in the development of this plan. Parent participation has been an on-going area of concern in the District and will be specifically addressed through the transformation plan. One of the highlights of Tecler Magnet School's history, and a point at which parents were very much involved in the school design process, was when the school developed and took on its magnet theme. Rather than rejecting this work, the SIG plan looks to use it as a base from which to build on. The Transformation model will allow the school an opportunity, under new leadership and with many transformational supports in place, to create a template for success without losing staff members who have been trained in working with the current magnet theme. The coaching model will provide direct classroom assistance for improved, research-based instructional techniques and the new leadership perspective will guide building-wide academic growth through clearly communicated expectations, targeted supports and training, and staff supervision. Several of the positions funded by the grant are designed to aid in the development and initial implementation of this new model. This is intended to benefit the school staff three years from

now when transitioning to a time when grant funds are no longer available. Having served their purpose, these positions will phase out with less disruption to the integrity of the educational program. Bethany Schill will start as new principal in the building on July 1st. She has already been extremely involved in making decisions relative to changes at Tecler.

IID – School Leadership

Core competencies of an effective school principal include experience as a building leader and an administrative or instructional background at the elementary level. In addition, it is key that the leader have experience with supporting or leading building–wide change in an identified school.

i. In order to meet the needs of the school and produce dramatic gains in student achievement the building principal requires core competencies. These include: an ability to drive and lead for results, influence results, problem solve and show confidence to lead. A drive for results is characterized by a strong desire to achieve outstanding results. The task-oriented actions required for success include possessing initiative, persistence, monitoring, candidness and planning ahead. Influencing results is the ability to motivate others and influence their thinking and behavior in order to obtain results. The characteristics of impacting and influencing others, leading a team and purposefully developing others are essential since the leader cannot accomplish change without a collaborative team. Problem solving is a competency that indicates the ability of the leader to analyze data to inform decisions, make clear logical plans that others can follow, make strong connections between learning goals and classroom activities. This includes analytical and conceptual thinking abilities. Lastly, showing the confidence to lead is significant as it allows the leader to stay focused, committed and self-assured throughout the commonly tumultuous environment created by turnarounds.

ii. The new principal, Bethany Schill for Tecler will begin July 1. Bethany is an incoming elementary principal. She began her career as an elementary special education teacher in Spencerport, NY. After two years, she switched from special education to general education. She continued in this role at the elementary and middle school levels for the next seven years. She then completed her administrative internship at an elementary school in the Rochester City School District. Mrs. Schill then accepted a position as vice principal in the Syracuse City School District.

The position was at a PLA High School where she was responsible for implementing the new turnaround model within a newly formed academy. 50% of the staff and administrators were replaced within that building. She took the lead on several academic and behavioral supports for the Project Lead the Way Academy. Her ninth and tenth grade team met twice weekly with agendas stating goals around data and sharing and analyzing student work. She was trained in AVID and helped to revitalize the program at the high school. She formed partnerships with LeMoyne College and RIT which allowed for growth of mentoring within the academy and the establishment of a sister relationship with the engineering club. She led a building wide Rapid Response project which resulted in a 24% increase in content level comprehension within the first 100 days by having all faculty members use text coding strategies with students. This past year she was a vice principal at a middle school in the impoverished West Side of Syracuse. This building underwent the transformation process. She was directly involved in the planning and implementation of the plan. She utilized the master schedule to form three separate schedules that coexisted within the building. Procedures for her grade level were refined and reduced hallway fighting 70% in the first six months. Procedures for transitioning students at arrival and dismissal dramatically reduced the previous almost daily fights on the grounds of the school. Her grade level team met for weekly meetings where student work and data was discussed and PD was offered for teaching

strategies. Weekly lesson plans were collected and detailed notes were shared. She worked closely with the literacy and math coaches to put together a coaching program that allowed coaches and teachers to look at weekly data, observe model lessons and set individual teacher goals. She formed a partnership with Lockheed Martin to have students receive mentoring and tutoring at Lockheed Martin in 8th grade math and then would transition these students to 9th grade at the high school. She also worked with SU to form a mentoring program that matched SU freshman with 6th grade students. The mentoring pairs would stay together until the freshman graduated from college and the 6th grade student was through his/hers first year of high school. She supported the middle school AVID program and helped to gain school wide support in the initiative. She is currently in the process of making a transition to Amsterdam as a new elementary building principal.

iii. By having established the building principal at this point in the school year, mechanisms to identify, recruit and determine the best fit candidate for the other two leadership positions of Assistant Principal and Dean can occur in a timely manner allowing for these positions to be filled by the end of August.

iv. A second administrator in the building will be Assistant Principal. Under the supervision of the principal, the assistant principal will assist the principal with the daily operations that entail curriculum, instruction and assessment, master scheduling, attendance, community engagement, teacher recruitment and hiring, as well as performs additional related duties as required. In the area of curriculum, instruction, and assessment, the AP will have oversight of one family within the new model at the school. The AP will utilize the Danielson Rubric to formally evaluate staff and as a coaching tool to support teachers to get better at their practice. The AP will also monitor the two new building substitutes to ensure that they are being used to provide extra planning and meeting time for PLCs, the development of weekly team meetings with a structured agenda. The AP will co-lead instructional leadership team meetings with the principal that focus on how we can improve quality instruction in the classroom in order to gain leverage on student achievement and conduct daily classroom walk-thrus, and engage in mini-observations with grade level teachers. The AP will meet with the grade level teams (weekly) within the assigned house to observe and provide guidance as the group plans units and lessons, discusses student performance and analyze existing curriculum (during common planning time). Assisting teachers in implementing academic intervention strategies, and developing professional growth plans during one-on-one meetings with principal. The AP will oversee instructional aides and ensure that proper professional development is provided. The AP will assist the principal with creation of the master schedule, assist with major discipline issues (i.e. parent conferences that require an administrator to be present, in-school suspension, misconducts, etc.). The AP will also work to build relationships with the community and assist with partnerships involved in the transformation of the school. Helping to support the special education program at Tecler will also be an important role of the AP. This will involve helping the new behavioral specialist to collaborate with teachers and parents to ensure a safe, learning environment for students. Also, this person will take the lead in the new pilot inclusion program.

A The Dean position will exist within the building to directly support the school leadership team in planning and implementing turnaround interventions, help with building discipline and management plans and assist with major discipline issues (i.e. parent conferences that require a leader to be present,

in-school suspension, misconducts, etc.). The Dean will also work to build relationships with the community and assist with partnerships involved in the transformation of the school. The dean will assist the school in building a culture of excellence that supports student success; will have the skills sets necessary to assist the building leaders with leveraging research and data to support the initiatives and instruction; and will collaborate with stakeholders and the shared leadership team to implement initiatives and accelerate student achievement. The Dean will collaborate with school leaders to analyze data and create quarterly timelines to reflect grant interventions. The Dean will also work to revitalize the PBIS program that is currently in the school and establish the consistent classroom management across the school.

v. Presently, there is only one administrator, the building principal, who is assigned to Tecler Magnet School. However, there are several administrative positions in the district which have varying areas of influence over building procedures. For example, the District RTI and Special Education Coordinators have led the efforts of their particular departments for the past several years. The Director of Personnel and Data has led data teams and assists with anything related to staff supervision and other matters of employment. The Director of Secondary Instruction has responsibility for the District art and music departments and also manages Title II funds. The Physical Education and Health Coordinator, the Business Manager, and the Superintendent of Buildings and Grounds all fulfill the roles indicated in their titles. The Director of Elementary Instruction and Federal Programs is the direct supervisor of the Elementary Principals; manages the Title I, III, and VI grants; leads the elementary ELA, Math, Science, Social Studies Committees; and is responsible for District-wide English as a Second Language and Nursing services. The Superintendent oversees the District as a whole and is deeply involved in many aspects of daily operations and finances.

Although all of the current roles listed above will continue at the District level, they will each be influenced by the changes in the building model and the new role of the building principal. For the building itself, the direct leadership and supervision will be completely turned over with a new principal. In addition to this new principal and his/her changing role, the program, staff, and students will benefit from the support of the new Assistant Principal and Dean.

The challenges this new model will present will need to be addressed swiftly. It is anticipated that those staff members, parents, and students who have been in support of the work the current building principal has been doing will make their concerns known. It will be the responsibility of District leadership to help everyone understand that this change was necessary to help move Tecler Magnet School in a new direction. It is also believed that there will be those who disagree with new building procedures and structures, or who are simply averse to change. The new building principal will be expected to take into account this likely situation in developing their entry plan and by developing trust and positive relationships with building stakeholders. The principal leading this charge will need to re-introduce Tecler Magnet School to the community and must include in their plan a significant effort to keep everyone informed and to directly involve them in designing and supporting the changes that will be coming.

The new building principal has a plan to build the capacity of teachers within the building. This will be needed when the additional leadership positions fade through the duration of the grant. The new three house structure will allow for three teachers to step up and become leaders. Each leader will receive professional development in teacher leadership, utilizing data to improve instruction and a stipend. Also, the two new coaching positions will offer strong teachers within the building the opportunity to take on a leadership role and support their colleagues that have been in the building to adjust to the new structures and demands. Building the leadership of teachers within the building will be a significant step towards buy in and support.

IIE – Instructional Staff

i. The current instructional staff includes: 1 Pre-K teacher, 3 teachers at each grade 1, 2, 3, 4 and 5, 2.5 FTE AIS reading teachers, 2 FTE AIS math teachers, 1 ESL teacher and 4 certified special education teachers. The building has a .5 FTE media specialist, 1 social worker, .5 FTE school psychologist and 2 speech therapists. All educators have a minimum of a Master's degree and only two hold Initial Certification. The remaining staff members possess Professional or Permanent NYS certifications in their respective areas. With the exception of 4 educators (2 special educators, 1 social worker and 1 classroom teacher grade 3), all staff is tenured. Two teachers are currently pursuing National Board Certification and have successfully completed Take One.

EdVista, an online management tool for storing data from observations, keeps track of challenge areas of staff as noted in observations from administrators. These reports indicate that Domain 2 The Classroom Environment is a high need for many staff members. Components in this area include teacher interaction with students, expectations for learning and achievement, monitoring and responding to behavior. Domain 3 is another high need area as many staff were rated either developing or ineffective in the area of instruction. The components include quality questions, discussion techniques, grouping of students, instructional materials and resources, directions and procedures and lesson and unit structure. The high level of need amongst the staff is troubling as it has a great impact on student learning. There are staff who received an overall rating of effective or highly effective. These staff members are noted and will be looked upon to fulfill teacher leadership roles next year.

Prior to implementation there are several quantitative and qualitative changes that need to occur. These are in the chart below:

Quantitative Changes	Qualitative Changes
Moving out at least 3 staff members who are resistant to the reforms from the building and hiring three replacements that fit our new requirements.	The three new staff members will need to receive all professional development that consistent with the other staff. These teachers will also need to be a part of a monthly meeting for new staff to help support them in the reform efforts.
A special education teacher from already within the building will need to be added as a self-contained classroom will be new to the building. A special education inclusion teacher will be needed to support the building effort to add inclusion to the continuum of services offered within the building.	Professional development on models of co-teaching will need to be offered to both the inclusion teacher and two general education teachers.
2 permanent building substitutes will need to be hired. It will be important to hire people for these positions that qualify under the specific needs of the building. This will allow for these teachers to be a positive force within the building and enable us to 'grow our own' teachers for any future openings.	Staff will need to be made aware of the role of permanent building subs and the value to the students and the building.

A behavior specialist will need to be hired and a location found within the building near the self-contained classroom with the most severe needs. A dance instructor will need to be hired. This person's ability to help the staff integrate purposeful movement within the classroom and daily routines of the building will need to be emphasized in the hiring process. Literacy and Math coaches will need to be hired. Both of these individuals will need training on how to build the capacity of teachers as a coach.	These new staff members will need to be a part of a cohort of staff who attend the monthly new staff meetings. The purpose of these meetings will be to help these members adjust to the school and to have strategies for being strong members of the new reform plan.
Three house teacher leaders will need to be chosen from the staff.	Supports will need to be put in place for these staff members as teacher leaders. Meeting prior to implementation will be important in order to have a strong program in effect right from the start.
Daily5/CAFÉ and Writer's Workshop training is necessary prior to the start of the year and will continue as embedded PD during the year.	Ensure that behavior & social-emotional skill building is an integral part of classroom instruction, the RtI model and the school culture.
The art and music teachers will need to begin working on adding to the scope and sequence of curriculum.	

ii. New instructional staff will be key at the start of model implementation. They include: the behavior Intervention specialist, dance instructor, 2 building substitutes, literacy coach, math coach and 3 teacher house leaders. The characteristics and core competencies necessary for each of the individuals who occupy these jobs are driving for results, influencing for results, problem solving and personal effectiveness. Driving for results is a relentless focus on learning results. The characteristics of this competency are the drive and actions to set challenging goals and reach a high standard of performance despite barriers, initiative and persistence to do more than is expected or required, monitoring and directiveness to set clear expectations and to hold others accountable, and planning ahead to avoid problems. Influencing for results enable working through and with others by impacting and influencing others, understanding peoples motives, feelings and behaviors. Problem solving is necessary to solve and simplify complex problems that will inevitably play a role and a personal effectiveness in self-control, self-confidence, flexibility and the belief in learning potential that all students can learn at levels higher than their current achievement would indicate.

iii. The existing instructional staff will need to be informed of the new model that is being implemented. These steps will include:

1) The new principal inviting staff members who are interested in helping to plan for the next year to two planning meetings. Staff members who wish to attend will need to volunteer their time indicating staff who are self-motivated and willing to be part of the change process. This step has been completed and eight staff members have indicated a desire to be a part of the meetings.
2) The planning committee will be exposed to the data indicating a need for change, the four model choices and the reasons for choosing transformation. Also, this group will formulate questions and concerns. The second meeting will allow for the framework of the plan to be discussed and for input to be incorporated.
3) There will be an informational meeting held for this core planning group with the superintendant, district office directors, the union president, Tecler building union representatives and the new principal in attendance.
4) The whole staff will attend an information meeting led by the new principal and supported by the district office directors.
5) Core members of the PTO will meet with the new principal and at least three members of the core planning team to discuss the data indicating a need for change, the four model choices, the reasons for choosing transformation, and the framework of the plan. Also, this group will formulate questions and concerns.
6) An informational meeting will be held in August for parents and community members to allow people to gain information on the transformation plan, the framework of the plan and to collect questions and concerns.
7) The leadership team of the building will address questions and concerns that have been collected and work to provide answers and incorporate feedback into the plan.
8) The resulting plan will be discussed with the original core planning team and then used at the three day summer retreat with the staff to allow for planning of implementation to begin.

iv. The existing instructional staff were screened by the new principal and the Director of Elementary Education, Robert Mark and Director of Data and Personnel, Michele Downing at the end of May. This allowed for changes to be made to staffing assignments for the 2013-2014 school year. The screening allowed for staff that were resistant to change to be assigned to other positions within the district and will allow for the hiring of four new staff members. APPR will be utilized this upcoming year to identify strengths and weaknesses. This will allow staff to have a personalized plan of professional development. The district will continue negotiations with the union to determine a set of guidelines for the removal of staff who do not make progress in areas that have been identified. This will be an obstacle that district leadership is determined to overcome through thoughtful negotiations and careful planning.

IIF – Partnerships

Tecler's most critical needs are in the areas of increasing instructional capacity, promoting data informed decision making, and building a culture of learning. The selection of partnerships is based on the ability to meet one or more of these needs. The decision is to include three main partners: National Center on Time & Learning, The Leader in Me and AVID. Building strong relationships with these three partners will be key to the successful implementation of the school.

i. Advancement Via Individual Determination, (AVID) is a college readiness system for elementary through higher education that is designed to increase school-wide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change. AVID Elementary is embedded into the daily instruction of all elementary classrooms across entire grade levels to impact school-wide structures.

AVID Elementary takes a systemic approach through *Beginnings, Foundations and Bridges* implementation resources for different levels and settings in order to support all students on their journey to college readiness. This partner would provide a role in helping our new model have a strong focus on college readiness. We know there are many future first generation college students among our students and that they need the right support to make it to college. The decision to utilize AVID as a partner would enable us to start our students off at a young age on the right path and will greatly impact our model of creating a culture of excellence. This would also help show parents that high expectations are held for their students. In the new model AVID training would begin for two grade levels the first year and then be phased in over the next two years in other grade levels. Tecler has a Hispanic population of approximately 33%, thus our students will benefit from AVID's use of culturally relevant teaching to help make learning connections. Also, the use of tutors within AVID will help us to expand the learning opportunities of our students.

The National Center on Time & Learning (NCTL), works with school administrators, union leaders, teachers, parents, and community organizations to build a better school day and year with more time. The group offers a comprehensive planning process that redesigns the school day and year, from the ground up, to better meet the needs of the 21st century. Many successful expanded-time schools place a premium on providing a broad array of learning opportunities in such areas as the arts, foreign languages, hands-on science, business, community service, and leadership. These schools leverage an expanded-school schedule to include time for these classes and activities which expose students to new skills and interests, help make learning relevant, and aim to deepen students' engagement in school. Moreover, by offering students engaging learning opportunities, well-rounded schools may combat the high drop-out rates that plague low-income communities. These are the reasons that Tecler chose NCTL as a partner. The ability to leverage our schedule and find time to integrate the arts is an important step in revitalizing the Tecler Magnet School of the Arts and to increase student engagement. Teacher will greatly benefit from the increased engagement of students especially as their instructional capacity increases as a result of our plan. Additionally the expanded time schedule will be used to help us offer

innovative programs geared toward preparing our students for college. This makes NCTL a perfect partner to utilize along with AVID our first partner.

The Leader in Me is a whole-school transformation model that acts like the operating system of a computer — it improves performance of all other programs. Based on *The 7 Habits of Highly Effective People®*, *The Leader in Me* produces transformational results such as higher academic achievement, fewer discipline problems, and increased engagement among teachers and parents. Better yet, *The Leader in Me* equips students with the self-confidence and skills they need to thrive in the 21st century economy. It is based in the belief that schools should not merely be focused on improving test scores, but should provide opportunities for students to develop their full potential. This description of *The Leader in Me* can be found on the website and it is what convinced us that *The Leader in Me* needs to be an integral piece of the plan. In fact it is the most significant piece of the Tecler plan as it will help to tie the other pieces together into a successful product. Tecler staff has spent the last few years dealing with discipline issues and a loss of student engagement. This has taken a toll on the morale of the staff. Parents too are feeling the toll as they have seen the school decline each year instead of rise. By putting *The Leader in Me* in place as an operating system for the building, the direction of the building will be clear to students, staff and parents. Successful implementation of this program will truly allow our students to be successful in all areas highlighted for change.

Creative Connections Art Center is a local newly created agency that inspires creative connections and sparks community arts expression in a collaborative environment. We will look to establish a relationship with them in the coming months as they have been in existence for a short time as of this writing. The center is designed to embrace cultural awareness about the arts and offer extraordinary collaborative arts experiences (visual arts, theatre, music, dance, writing, crafting and more) that the community will treasure. The building principal will serve on the Amsterdam Community Task Force (ACT) which supports positive activities such as those provided by the Art Center.

ii. See Attachment C

iii.

AVID is a proven, data-driven program with decades of measurable results. Tecler will want to be sure that these results are seen within the building. In order to do this, AVID will be closely monitored. Ensuring that agendas of AVID team meetings and classroom lesson plans indicate close application of AVID strategies will be important. Classroom observations and walkthru's along with report card grades will be important indicators of the success of AVID. The reading levels of students will also need to be closely monitored to ensure that AVID strategies are helping students improve reading skills. Interim writing assessments are an additional source of accountability for this partner.

The National Center on Time & Learning will work with the leadership team of Tecler to formulate a set of specific goals. Attached to these goals will be a set of agreed upon check points. These goals and check points will be specific and measurable allowing NCTL to be held accountable. Specifically, NCTL will be asked to put a plan in place that will be usable after the grant money has been used. The

importance of extended learning time for our students and staff is significant and we want to make sure there is a viable plan to continue with programs used in the new model.

Through the **Leader in Me** we anticipate a 'lighthouse' team comprised of students, staff, parents, community members, staff and leadership to meet regularly and oversee the implementation. The agendas and minutes from these team meetings will be an important regulator of the effectiveness of the partner. Leadership language, displays and bulletins are to be in hallways, classrooms and fill the school. This will be a good indicator of the effect that implementation is having on the school. Observations of teacher lessons and lesson plans should indicate leadership language and leadership opportunities. The most important accountability piece for this partner is having a system in place for setting and tracking school-wide, classroom, academic and personal goals. The Leader in Me process, includes measuring, collecting baseline data and tracking results to determine how the leadership model is bringing results.

IIG

iv. **Calendar Schedule for 2013-2014 School Year** Observations for Principal, Listed by Position and an assigned number, names cannot be used as we do not have all staff hired at this time. For example, K-1 is kindergarten teacher, house team 1.

	9/23	9/31	10/7	10/14	10/21	10/28	11/4	11/11
Pre	K-1,5-1,3-1,4-1	k-2, 5-2,3-2, 4-2	1-1,2-1,music, PE	Prek, 1-2, 2-2				
Obs		K-1,5-1,3-1,4-1	k-2, 5-2,3-2, 4-2	1-1,2-1,music, PE	Prek, 1-2, 2-2			
Post			K-1,5-1,3-1,4-1	k-2, 5-2,3-2, 4-2	1-1,2-1,music, PE	Prek, 1-2, 2-2		
								Dean, assistant principal

	2/24	3/3	3/10	3/17	3/24	3/31	4/7	4/15
Pre								
Obs		K-1,5-1,3-1,4-1	k-2, 5-2,3-2, 4-2	1-1,2-1,music, PE	Prek, 1-2, 2-2			
Post			K-1,5-1,3-1,4-1	k-2, 5-2,3-2, 4-2	1-1,2-1,music, PE	Prek, 1-2, 2-2		
eval								Aides, custodians, admin asst, Dean, assistant principal

Calendar Schedule for 2013-2014 School Year: Observation schedule for assistant principal.

	9/23	9/31	10/7	10/14	10/21	10/28	11/4	11/11
Pre	k-3, 5-3,	3-3, 4-3	1-3, 2-3	Spec ed. 1	Spec ed 2, Spec ed 3			
Obs		k-3, 5-3,	3-3, 4-3	1-3, 2-3	Spec ed. 1	Spec ed 2, Spec ed 3		
Post			k-3, 5-3,	3-3, 4-3	1-3, 2-3	Spec ed. 1	Spec ed 2, Spec ed 3	

	2/24	3/3	3/10	3/17	3/24	3/31	4/7	4/15
Pre	k-3, 5-3,	3-3, 4-3	1-3, 2-3	Spec ed. 1	Spec ed 2, Spec ed 3			k-3, 5-3,

Obs		k-3, 5-3,	3-3, 4-3	1-3, 2-3	Spec ed. 1	Spec ed 2, Spec ed 3		
Post			k-3, 5-3,	3-3, 4-3	1-3, 2-3	Spec ed. 1	Spec ed 2, Spec ed 3	

IIG – Organizational Plan

i. See Organizational Charts of District and Building Level

ii. The building plan of operation at Tecler Magnet School begins with the building principal as lead for building management and governance. The principal will also take the lead role for matters of building safety, behavior management, academic practices, and implementation of changes to program design, as these are priorities for basic building operation and building-wide change. The principal will have the option to delegate elements of daily operation and program change efforts as procedures and plans of action become established, especially in regards to the role of the Assistant Principal and Dean. The principal will participate in weekly building walk thru's with the head custodian. Classroom walkthru's of two types will occur. A brief 30 second to 3 minute walk thru of each classroom will occur each day to ensure the principal has a pulse on instruction. Five to twenty minute walk thru's of each classroom will occur weekly. These walkthru's will enable the principal and staff to discuss instruction on a deeper basis at team meetings. The principal will also have District Office leaders as resources in support of the central mission and daily operations. The Elementary Director, Rob Mark, will conduct bi-weekly walk thru's and meet monthly with administrator. Michele Downing, Director of Data and Personnel, will meet with building data team each month to help with the analysis.

In a typical week, teachers will provide common core aligned instruction and perform formative and summative assessments of student academic progress. Daily and weekly assessment results will be reviewed by the teacher to directly inform classroom instruction. Weekly grade level teams will meet with the principal. These meetings will be run by an agenda with a goal in support of the SIG. The weekly topic will always include a look at data, student work and instructional strategies. 5 week benchmark tests and Do The Math assessment results will also be shared with grade level teams and strategies for interventions discussed, planned and implemented will follow. Grade level teams will also look at Fountas and Pinnell reading levels of all students at three points in the year, fall, winter and spring with a goal of moving students at least one or more instructional years. Building-wide teams will look at the analysis of building trends with coaches and intervention specialists (AIS, ESL, and Special Education teachers) to inform their instruction of students and coaching of teachers. Other data sources, such as attendance, state testing results, and behavioral trends will be reviewed by building teams in conjunction with the aforementioned data. Determined areas of need will lead to adjustments in future plan development and selection of professional development topics.

Building leadership will serve as active participants in planning teams and will facilitate deep, data based discussions about individual and group needs. The Assistant Principal will work closely with the self-contained special education classrooms. The Assistant Principal's office will be located near these classrooms. The Dean's office will also be 'out in the field' meaning out among the classrooms. This is an important structure as it allows for administrators to be closer to the student learning. Each administrator will be working closely with one K-5 family offering support on a daily basis. Administrators will carry portable hand held devices to allow for communication to happen quickly when needed. Each administrator will oversee their K-5 lunch and be responsible for tracking data on their group of students. This data includes grades, test scores, attendance, discipline and behavior.

Consistency between houses will occur due to the use of *The Leader in Me* system being used across all grade levels. Also, grade level teams will meet and agree to procedures, etc.

iii. A state-approved APPR plan is in place and will serve to support the ever-improving quality of instruction in the school. The building principal and assistant principal will share in the scheduling, conducting, and reporting on all elements of staff evaluations. The announced observations will occur in the early Fall. The online evaluation tool, EdVista will be used to set the appointment with the teacher. This same tool will be used to set the observation date and the post observation meeting date. All dates for the announced will be set at once for the fall. Four teachers scheduled per week is the goal for the principal and 2 teachers scheduled for the Assistant Principal. The assistant principal will only be responsible for teachers within the family the AP is attached to in the structure. The Dean will provide information for teaches within the family the Dean is attached to in the structure. This is the only input the Dean will have in the APPR process due to an agreement with the ATA.

For announced observations, a pre and a post-conference will be held. The pre conference will occur within 5 prior days of the observation. The post will occur within 5 days of the observation. For unannounced, a post conference will be held within 5 days of the observation. At least one additional observation and conference will be held for non-tenured staff members. All of this will be managed through EdVista, an online evaluation tool designed to meet the District's specific APPR needs. All forms and tools in use are reflective of the Danielson 2007 rubric. In order to make the evaluation load more manageable, some of the staff (ESL, Music, Psychologists, Social Workers, and Nurses) will be evaluated by other District administrators. However, the building principal will still be included in the process in order to gather a complete picture of the staff member's performance.

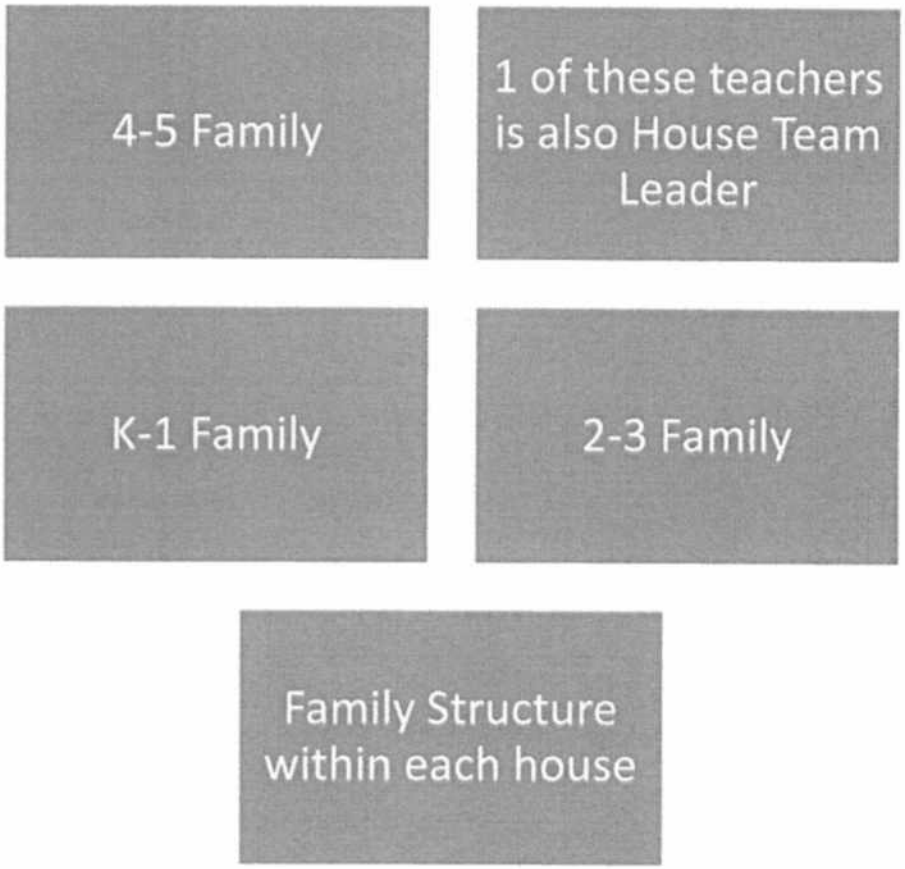
iv. Calendar Schedule for 2013-2014 School Year Observations for Principal, Listed by Position and an assigned number, names cannot be used as we do not have all staff hired at this time. For example, K-1 is kindergarten teacher, house team 1.

	9/23	9/31	10/7	10/14	10/21	10/28	11/4	11/11
Pre	K-1,5-1,3-1,4-1	k-2, 5-2,3-2, 4-2	1-1,2-1,music, PE	Prek, 1-2, 2-2				
Obs		K-1,5-1,3-1,4-1	k-2, 5-2,3-2, 4-2	1-1,2-1,music, PE	Prek, 1-2, 2-2			
Post			K-1,5-1,3-1,4-1	k-2, 5-2,3-2, 4-2	1-1,2-1,music, PE	Prek, 1-2, 2-2		
								Dean, assistant principal
	2/24	3/3	3/10	3/17	3/24	3/31	4/7	4/15
Pre								
Obs		K-1,5-1,3-1,4-1	k-2, 5-2,3-2, 4-	1-1,2-1,music,	Prek, 1-2, 2-2			

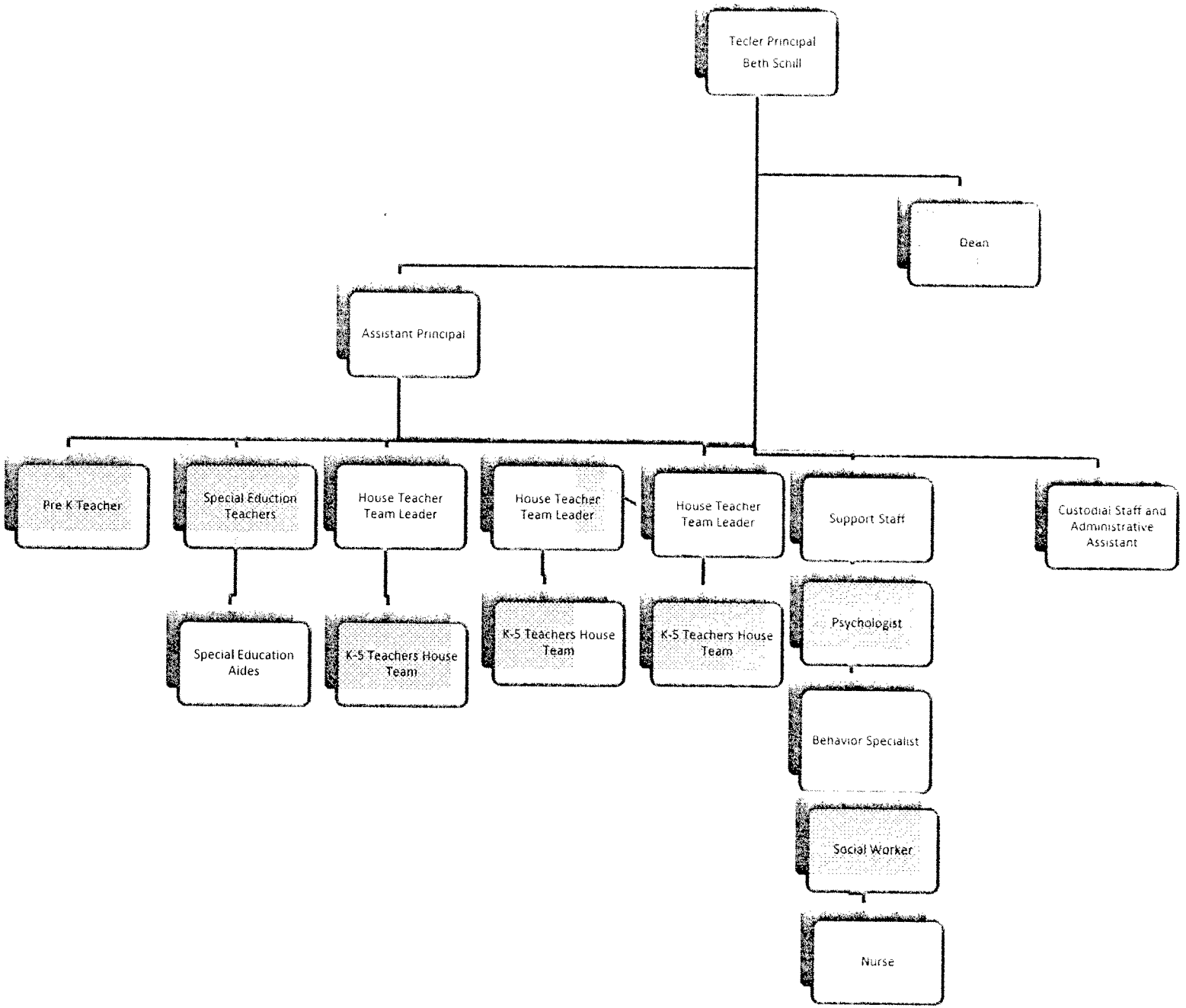
			2	PE				
Post			K-1,5-1,3-1,4-1	k-2, 5-2,3-2, 4-2	1-1,2-1,music, PE	Prek, 1-2, 2-2		
eval								Aides, custodians, admin asst, Dean, assistant principal

Calendar Schedule for 2013-2014 School Year: Observation schedule for assistant principal.

	9/23	**9/31**	**10/7**	**10/14**	**10/21**	**10/28**	**11/4**	**11/11**
Pre	k-3, 5-3,	3-3, 4-3	1-3, 2-3	Spec ed. 1	Spec ed 2, Spec ed 3			
Obs		k-3, 5-3,	3-3, 4-3	1-3, 2-3	Spec ed. 1	Spec ed 2, Spec ed 3		
Post			k-3, 5-3,	3-3, 4-3	1-3, 2-3	Spec ed. 1	Spec ed 2, Spec ed 3	
	2/24	**3/3**	**3/10**	**3/17**	**3/24**	**3/31**	**4/7**	**4/15**
Pre	k-3, 5-3,	3-3, 4-3	1-3, 2-3	Spec ed. 1	Spec ed 2, Spec ed 3			k-3, 5-3,
Obs		k-3, 5-3,	3-3, 4-3	1-3, 2-3	Spec ed. 1	Spec ed 2, Spec ed 3		
Post			k-3, 5-3,	3-3, 4-3	1-3, 2-3	Spec ed. 1	Spec ed 2, Spec ed 3	


4-5 Family
1 of these teachers is also House Team Leader
K-1 Family
2-3 Family
Family Structure within each house

Greater Amsterdam School District Tecler Arts Education Magnet School Team Table of Organization



Current Schedule		Next Year's Schedule
8:15-8:40 Arrival of Walkers and Buses	Changes in scheduling net an increase in 30 minutes per day in ELA/Writing and 30 minutes per day in Math 30x180 days=90 hours Equals 180 hours added of instructional time	8:15-8:40 Arrival of Walkers and Buses Stations of Activities (Enrichment)
8:40-9:00 Breakfast		8:40-9:00 Breakfast and Books
9:00-9:30 Math		9:00-10:00 Math
9:30-10:02 Math		
10:04-10:34 SIT/Read Aloud and snack		10:00-11:30 ELA Daily5/CAFE
10:36-12:06 ELA		11:30-12:00 Writing/Snack
12:08-12:38 Lunch		12:00-12:30 Lunch allowed to go to recess at 12:20 if finished
12:40-1:10 Science/SS		12:30-12:45 Recess
1:02-1:32 Recess		12:45-1:15 Interventions/Enrichment ELA
1:34-1:47 PE		1:15-1:45 Interventions/Enrichment Math
1:50-2:20 Writing		1:45-2:15 Science/SS
2:22-2:56 Assignment Books/Packing up		2:15-2:45 PE
2:56-3:10 Dismissal		2:45-3:10 Read Aloud/Dismissal

Data-Driven Instruction/Inquiry (DDI) – Currently building wide data teams meet monthly with district office staff. A change at Tecler will be discussing this data in bi-weekly grade level teams (including general and special education, ESL, and AIS teachers). Opposite of the bi-weekly grade level data team will be vertical team meeting to allow teachers to look at student work from across the grades. The extra time for team meetings will occur with allowing the media teacher to teach classes without the assistance of the general education teacher. This is currently being discussed with the Director of Secondary Education as she will need to approve the change. By offering all students a section of dance weekly, teachers will be able to have additional planning time to accommodate the extra level of planning required to meet differentiated needs.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	
Common interim assessments in math and ELA	Common interim assessments in math and ELA	Common interim assessments in math and ELA	Common interim assessments in math and ELA	Team meetings with administrator once a quarter
Fountas & Pinnell testing	Fountas & Pinnell testing	Fountas & Pinnell testing	Fountas & Pinnell testing	One on one meetings with administrator
Student Data including attendance,	Student Data including attendance,	Student Data including attendance,	Student Data including attendance,	Bi-weekly Team meetings with administrator

discipline and grades	discipline and grades	discipline and grades	discipline and grades	
Student Work Examined and Strategies Discussed	Student Work Examined and Strategies Discussed	Student Work Examined and Strategies Discussed	Student Work Examined and Strategies Discussed	Common Planning Time

Support and resources gained from analysis of data include the RTI process, changes in interventions provided to specific students, additional support from AIS math and reading, additional support from math and literacy coaches, access to model lessons taught by others within the building and by math and literacy coaches, access to Alexia Ryan, educational consultant through CASDA, and access to educational consultant, Kathy Beadnell and Eileen Bray for writing.

The RTI Team and CSE will also use the data to make more informed decisions for service provision. New sources of progress monitoring data will lead to greatly improved responsiveness to current academic needs. Assessments will be administered in September, November, February, and May/June. Such assessments will be administered in the regular classroom when possible but will often need to be moved to a computer lab to allow for administration of online assessments. Members of CASDA, building administration, central administration, and coaches will all be available to assist teachers in analyzing the data and determining next steps for adjustments to instruction. In addition to embedded supports, formal professional development on data collection and analysis will also be provided. Tecler will be using Faces of Data in Leadership for Learning by Michael Fullan as a basis of its collaborative data inquiry. The Leadership Team will conduct a book study prior to the 2013 school year starting. This will enable the team to have an emphasis on data from the beginning.

Student Support – Academic supports include push-in special education services through the consultant teacher model, support from the primary instructor in the general or self-contained classroom, AIS Reading and AIS Math, ESL instruction, and tutoring. Reading and math AIS will each have an intervention block scheduled for each grade level each day. Professional development in support of all these interventions will be provided to staff, emphasizing embedded, direct support to the teachers in course of their regular performance of these duties. Development of classroom libraries, independent reading strategies, and the use of leveled texts for guided reading instruction will be topics of supportive instruction for staff. The literacy and math coaches will play a major role in bringing these supports to the staff. AIS services will be expanded through the addition of new staff members who will be available to meet the needs of students identified as highest academic need (Tier III). Tutoring will be expanded and woven in to a twelve month perspective by offering consistent, structured support during the school year and summer programs that deeply engage students through much of July and August. The RTI and CSE referral processes will be made clear to all staff and a data-based practice for needs determination will be followed in order to appropriately address the needs of students.

Social/emotional supports are primarily provided by the school psychologist, social worker, or principal when a crisis, but are often most effectively addressed by the classroom teacher, especially when it comes to preventative actions. The PBIS model will continue to be developed and implemented

IIH – Educational Plan

Curriculum – Elementary staff have worked together over the past several years to create a map of the ELA and Math curricula. This past summer, these curricula were modified to be in alignment with Common Core State Standards. The PreK-12 curriculum is currently available to all staff members for review online through Rubicon Atlas. Plans for next steps in curriculum development involve vertical alignment, adjustments to timelines based on what will be learned from state test structures and content, and building-level curriculum development related to magnet themes and individual needs. For Tecler in particular, the art, music and dance instructor will meet with Literacy and math coaches to develop integrated curriculum for general education classes and curriculum work will be in a building level Rubicon Atlas. Science and Social Studies curriculum maps are being reviewed this summer for alignment with common core. This curriculum work is being done at the district level. Once it is completed, Tecler will review and integrate the arts within the science and social studies curriculum.

Instruction – District ELA and Mathematics instruction is based on a Common Core-aligned curriculum. Continuous professional development will be provided to support understanding and application of the "shifts" for Mathematics and ELA. Some of the shifts will occur naturally as a by-product of utilizing the Common Core, while other elements will require that the teacher build the shift into the instructional design.

In ELA, as well as in all areas, if instruction involves reading and writing skills, the existing ELA materials are being adjusted to provide access to an effective balance between informational and literary texts. Teachers will be provided with guidance in providing reading and writing tasks that are appropriately leveled, encourage a deeper understanding of reading content, and are designed to develop students' vocabularies, cognitive connections, and application to real world situations and diverse subject areas.

In ELA, Tecler will be receiving professional development on Writing Workshop. This professional development will be job embedded for all teachers. The same will occur with training on the Daily 5/CAFÉ model of reading instruction. Nonfiction classroom libraries will be added with the assistance of the Literacy Coach. This additional focus on writing and nonfiction materials will help support the instructional shifts.

In mathematics, and in other areas where mathematics can be linked in, teachers will continue to learn new ways to use the common core-aligned mathematics series available to them along with additional academic supplements that are determined to be appropriate for meeting the needs of the students. Instruction is narrowed and focused to promote deeper understanding of concepts and the ability for students to independently determine when it is appropriate to apply what they have learned. Although it will take some time to transition for currently enrolled students, instruction across grades will be aligned to support a structured, multi-year approach to mathematics skills development. Core mathematical functions will be repeatedly emphasized in order to build a foundation for future learning.

Teachers will provide instruction that actively engages students in learning new concepts and using what they have learned to solve new and challenging problems.

There are presently 90 minutes a day set aside for ELA and one hour for Mathematics, not counting additional supports that may be provided such as AIS, special education, and ESL. The content during other scheduled times in the day, such as social studies and science will be modified to include ELA and mathematics content. In addition, science and social studies content will be integrated into ELA and Mathematics blocks to emphasize non-fiction reading and the application of mathematical concepts. New to Tecler will be two 30 minute intervention blocks to allow for students to receive extra intervention and/or enrichment of instruction in math and ELA.

Use of Time – There are 181 days in the school year. Continuously throughout the year, content area learning will be increased through the use of overlapping curriculum elements across subject areas. 90 minute ELA blocks occur daily. Students receive core and supplemental instruction through a mix of whole group and small group instruction. Intervention services are, whenever possible, provided at times that would supplement rather than to supplant core instruction. Maximizing actual time on task will be a specific area of focus to help address time lost through transitions and classroom disruptions. In addition, before and after school programs and support times will be made more accessible to students to advance their academic learning and increase engagement. These times will be made available by flexing the start and end times of specials teachers such as music, art, PE, and media specialist and are accomplishable in year 1. We will use year 1 to plan for bigger implementation of extra time for students and teacher planning.

See attachment: Proposed School Calendar

Currently the district offers a summer reading program to students who are low academically achieving in grades K-4. The program is two weeks in length and is 2 ½ hours per day and offered at one of the four elementary schools. Starting in the summer of 2014, Tecler will hold its own summer program offered to all Tecler students with the goal of 50% attendance of eligible students. The program will offer integration of academics, enrichment, service learning and the arts. The program will be focused on college and career readiness as it will utilize AVID elementary strategies. NYS certified teachers will deliver the core instruction in ELA and Math. The program will be housed at Tecler, offer priority to Tecler teachers, be six weeks in length and 3 hours per day. This is more than triple the time that other students in the district are offered.

Tecler will be making changes to its daily schedule as well. The first year the changes will be small however, with the help of the National Center on Time and Learning, Tecler will be prepared for making bigger changes with time for the next two years of the grant.

throughout the school. Therapeutic Crisis Intervention training will be provided to key staff with a focus on prevention and de-escalation of behavioral concerns. RTI and CSE programs and processes will be clearly established as stated above. A behavioral specialist will assist in building-wide, classroom, and individual behavioral structures and interventions. The Assistant Principal will provide structure and leadership in the development of extended day interventions and parent/community relations. The dean will add leadership support to implementation of the PBIS model and attendance improvement. These additional programs will add direct support to these building efforts.

School Climate and Discipline – As noted above, the PBIS model has been progressing over the past year and will continue to be expanded. The behavioral supports listed previously are also intended to address existing areas of concern. These, along with increased parent involvement and a new focus on engagement through the common core shifts and the magnet program, will lead to a greatly improved school climate. Discipline issues will be decreased, as well. The change to a house system to allow students to stay with their class for two years will help students to form longer lasting relationships with classmates. During specials, recess and lunch times students will have access to grade level peers. However, what is not addressed through quality Behavior Intervention Plans, Positive Behavior Interventions Systems, and improved engagement can now be addressed more readily with the assistant principal and dean on board to assist. The behavioral specialist will be key to helping improve the culture and discipline of the special education students with severe behavioral and medical needs. The Leader in Me is a school wide program that will significantly impact the school climate. It will help each classroom to have consistent language and expectations. Students will set goals, reflect on achievement and be able to have a leadership role in the school. For some students this will be a significant source of pride and self-worth.

Parent and Community Engagement – Teachers are currently making a concerted effort to make an increased number of positive contacts with parents. In addition, dual language communications and a new automatic messaging system to contact parents by phone has allowed new opportunities to increase parent involvement. The next step, and one which will require the direct leadership of the building principal, involves engaging the parents in a greater number of activities occurring during and beyond the regular school day. A focus on providing parents an opportunity to be a part of the learning community is at the heart of this new direction. In addition, parent participation on building planning teams will be essential to long term success. Building a parent library within a parent room will be important to help parents feel that the school is providing necessary resources. The Assistant Principal will guide the development of effective procedures and reach out to community organizations to help plan parent and family events. Math and literacy coaches will also be a new way for Tecler to target staff and student engagement. Staff morale is currently low and having these specific people focus on helping to raise staff morale is important. It is also imperative that the engagement of our students throughout the school day and after school hours. The new staff in the building will be paramount to the success of this engagement for learning.

II I Training Support and Professional Development

i. The new school leader for the 2013-14 School Year, Mrs. Bethany Schill, has been a lead developer of this plan. Mrs. Schill has met with district Directors (Robert Mark and Michele Downing) to plan every aspect of this proposal. These meetings have taken place since before the release of the most recent grant posting and have continued right up until the final submission.

In May, 2013, District staff members and school leaders (Terry Dewey, Current Building Principal; Dr. Kathryn Mrozek, Interim Building Principal) were interviewed by Mrs. Schill about the change process and the needs of the building. Mrs. Schill has attended PTO meetings at Tecler receiving input and feedback from parents. She has met with the building teachers' union president to establish a relationship and begin discussion on the change process. Tecler staff members have also been involved in plan development through their continuing work on the SCEP and their input throughout the various reviews and audits which have taken place. Content from the SCEP, along with state-required reviews and audits, were used in selecting appropriate interventions and key elements of building transformation. Content of the plan has been discussed and modified in conjunction with building leadership, the Amsterdam Teachers' Association, and PTO leadership throughout the spring of 2013.

ii. Year 1 implementation plan in chart form and narrative: Planned training, support, and PD events in chart form with agency responsible, outcomes, method for analysis and reporting.

Event	Agent Responsible	Outcomes	Reporting and Analysis	Rationale
Six full day sessions, in the first year, on expanded learning time	NCTL	Redesigned school day and improved quality of instructional time	Participant feedback; Increased on-task time; Mid-point and end-of-year benchmark	To guide the leadership team toward greater opportunities for effective instruction
Remote coaching via telephone, etc. (as needed)	NCTL	On-going support provided for building leader and leadership team in determining improved use of instructional time	Participant feedback; Increased on-task time; Mid-point and end-of-year benchmark	The team will benefit from on-going support, outside of formal trainings
Writers Workshop training (embedded, 2x monthly)	Kathy Beadnell, Eileen Bray	Teachers will be skilled in performing the writer's workshop model	Observation of teachers effectively applying what they have learned from embedded PD	To achieve Common Core shifts in ELA

Readers Workshop (Daily 5 and CAFE) (embedded, 2x monthly)	Consultant TBD	Teachers will be skilled in performing the reader's workshop model	Observation of teachers effectively applying what they have learned from embedded PD	To achieve Common Core shifts in ELA
Staff Training Retreat (3 days, summer)	Building leadership team	Morale and team building, together with introduction to new plan	Group work created at training	To create staff engagement in the new plan
Math Coaching (on-going, embedded)	Math Coach	Staff will receive embedded academic supports and assistance with data analysis related to mathematics	Data analysis reports in adjustments to instructional plans	To further Common Core alignment
Literacy Coaching (on-going, embedded)	Literacy Coach	Staff will receive embedded academic supports and assistance with data analysis related to literacy	Data analysis reports in adjustments to instructional plans	To further Common Core alignment
Professional Learning Community training for the leadership team (fall 2013)	Dufour Training	Building leadership gains knowledge on development of effective PLCs	Faculty meeting agendas and minutes	To help guide collaborative team development which are focused on student growth
Training of Coaches (fall 2013)	Beth Schill	Coaches will be prepared to support the instructional needs of the building	Preparedness of coaches as determined through their interactions with principal	To best prepare the coaches to support the needs of the building
Data Meetings	Beth Schill; Michele Downing	Weekly 30-minute, grade level data meetings; Monthly data team meetings	Data analysis reports in adjustments to instructional plans	Data Driven Instruction

Behavioral Coaching (on-going, embedded)	Behavior Coach	Staff will receive embedded behavioral supports and assistance with data analysis related to behavior	Data analysis reports relating to behavioral occurrences and behavior management	To further an improved school climate
Staff Orientation and monthly follow up (fall 2013 and on-going)	Beth Schill	New staff, those entering after initial startup, will receive training and guidance, as well as monthly checks by the building principal	Staff knowledge of building-specific procedures and goals	New staff members will need support in order to become more effective members of the Tecler team more quickly
College Readiness System Training (Winter 2013 and on-going)	AVID	Accelerated student learning; Using research based methods of effective instruction; Providing meaningful and motivational professional learning; Providing a catalyst for systemic reform and change	Quarterly data reports to the partner; Subsequent analysis provided to the building team; Monthly walkthroughs	College and Career Readiness; Increased engagement; Building critical reading, writing, math, and inquiry skills
Seven Habits Signature Training – 3-5 Days (All staff)	The Leader in Me	Staff training on the Seven habits of highly effective people	Collecting and analyzing baseline data; 5-week checkpoints	Seeking a common language to support the core culture
Implementation Training – 1 day, Winter 2014	The Leader in Me	Students receive an understanding of the seven habits	Participation by staff; 5-week checkpoints	Bring the Seven Habits concept to the students

Lighthouse Team Training – 1 day, Spring 2014	The Leader in Me	Draft a three-year, school-wide implementation plan	The Leader in Me's analysis of the three-year, school-wide implementation plan; 5-week checkpoints	Team is responsible for a smooth implementation of the Leader concepts

Narratives:

- Expanded learning time training with NCTL – This process will help guide the leadership team toward greater opportunities for effective instruction. This will be necessary in order to provide a structured base upon which to build increased opportunities for student learning and engagement.
- Remote coaching with NCTL - The leadership team will benefit from on-going support, outside of formal trainings, to keep on track throughout the process. This will assist in overcoming the challenges of implementing multiple major initiatives across multiple school years.
- Embedded Writers Workshop and Readers Workshop training – The training will play a major role in achieving the Common Core shifts in ELA. Providing this training will support the provision of well-designed, engaging, Common Core-aligned instruction, thus opening the door to high levels of student success.
- Staff training retreat – The retreat will help solidify staff engagement in the new plan. With this opportunity to build a common understanding of current needs and efforts at Tecler, each new year can be pre-set for success.
- Math Coaching and Literacy Coaching – Embedded supports and data analysis will further the Common Core alignment in daily instruction. Peer-supported coaching model, within the instructional setting, will greatly support goal implementation and a deeper understanding of how to apply what has been learned.
- Professional Learning Community training – The training will help guide collaborative team development which will result in a greater focus on student growth. A collaborative educational environment will create structures for a unified effort of positive growth and change.
- Training for Coaches – A mechanism must be established to best prepare the coaches to support the needs of the building. In order for the building leader to address areas of need and continually monitor academic and behavioral growth, the coaches must be very clear about their mission in supporting school success.
- Data Meetings – Meetings involving teachers and both building and District administration will be held regularly to analyze current building-wide data and trends. Analyzing data is necessary in order to effectively address areas of need which arise throughout the year.

- Behavioral Coaching – This Coach will be focused on the many ways to achieve an improved school climate through teacher, student, and family interactions, and behavioral structures and interventions. One single point of contact for aligning these building efforts will create opportunities for more rapid and effective change.
- Staff orientation and monthly follow up - New staff members will need support in order to become more effective members of the Tecler team more quickly. Establishing expectations and providing an understanding of the Tecler educational community to each new staff member will support the consistency in program implementation throughout the building.
- College Readiness System Training – This training will focus on College and Career Readiness; Increased engagement; and Building critical reading, writing, math, and inquiry skills. All of these areas are part of the Tecler change efforts and New York State Education Department goals and expectations.
- The Leader in Me – The trainings will driving seeking a common language to support the core culture, bringing the seven habits concept to students, and supporting the leadership team in providing a smooth implementation of the leader concept. This model is integral to reestablishing a positive school-wide culture.

iii. Continual evaluation of plan and how we will modify

The professional development is designed to focus heavily on embedded supports and structured planning. The embedded supports are inherently supportive of on-going evaluation and informed adjustments to better reach established goals. Structured planning supports the involvement of many stakeholders considering a variety of concerns and resources to support better program design prior to implementation. It also means that everyone involved will know what the goals of the activities are meant to be and will be able to recognize when the building efforts are straying from those intended goals. Everyone holds a shared concept of success and becomes an evaluator of success. Modification will be made through this constant monitoring and through ongoing team planning activities.

II I
Year 1 implementation Plan Chart

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IIJ – Communication and Stakeholders Involvement/Engagement

Regular and systematic updates will be provided to parents, families, the community, and staff regarding the school's priority status and implementation of the SIG plan. The District website, updated and maintained by the District Communication Specialist, is currently used as a vehicle of communication and will continue to be utilized. New House Leaders and the building leadership will provide the Communication Specialist with update information on a bi-weekly basis. Spanish translations will be provided on the website. Social media vehicles such as Facebook and Twitter will also be used to share information. The District also employs a Parent Liaison to support Parent Engagement through Title I. This position is shared among the four elementary schools. In addition, the District has formed a solid working relationship with the local media and will report regularly using the local newspaper and radio stations as modes of communication. Building-focused parent information seminars and events will also be provided.

Monthly faculty, departmental and data meetings, along with building level SCEP team meetings, will be instrumental in gathering and preparing information to be shared with stakeholders.

Communication Plan for the Duration of the Grant

Method	Timeframe	Place	Target Audience
School Newsletter	Monthly	Sent home (paper/email) and uploaded to website	Parents/Families
Tecler Magnet Brochure	Annually	Tecler Main Office & other registration sites	New students enrolled in the District
Social Media Updates	Bi-weekly	Facebook; Twitter	Community
Website Updates	Bi-weekly	District and school webpages	Community
Open House	September	Tecler Elementary	Families
Parent/Teacher Conferences	Fall semester; Spring semester	Tecler Elementary	Families
Principal's Informational Sessions	Winter & Spring	Tecler Elementary	Families
House nights	Fall & Spring	Tecler Elementary	Families

IIK – Project Plan and Timeline

i. The year one phase, will require a focus on the following goals and key strategies:

1) Increase instructional capacity of the staff. Job embedded professional development will the preferred strategy of building instructional capacity.

2) Promoting data-informed decision making with leadership, staff, parents and students. A 100 days rapid response project is the strategy.

3) Build a culture of excellence throughout the school. The strategy will be increasing the visibility of signs, symbols, mission, vision and other features of a culture of excellence.

ii. There will be several early wins that will serve as early indicators of successful SIG plan implementation and foster increased buy-in and support. One will be a Rapid Response Project that each house will participate in starting at the beginning of the year. This will be a 100 days project. Each house will decide upon a goal for either one classroom or one family to focus upon. The focus will be on a simple goal to raise academics for a small group of students. Another early win will be with the writer's workshop training. The embedded staff development will follow the pattern of the trainer modeling and then the teacher performing a lesson and receiving feedback. This immediate response and feedback to training will help build the confidence of teachers that this form of professional development is helpful and will truly make a difference in instruction. Increasing the visibility of signs, symbols, mission and vision throughout the school will allow for various stakeholders to actually 'see' a win. Parents, teachers and students will be able to point to these indicators of change around the building and see the value of having them throughout the building.

Every two weeks, the first goal of increasing instructional capacity of staff will be collected and assessed by the principal through walk thru's. Data will be recorded on an iPad noting types of strategies being used in writing workshop classes. These strategies should correlate with the strategies being taught by the presenter. This data will be reported to the presenter as feedback to help the presenter adjust strategies as needed. The strategy of building a culture of excellence will be examined on a quarterly basis. Data indicators will be collected utilizing a check list. This data will be collected by the math and literacy coaches. These results will be shared with teachers and administrators at faculty meetings. Promoting data informed decision making will be tied to a 100 day rapid response project for each house. The project will be small in scope but significant results will be reached. This will be driven by the staff directly involved with the students and thus the success of the project will help to dramatically increase buy in. The results will be gathered by staff running the project and shared with the students, faculty, families and community.

iii. The leading indicators of success will be examined on no less than a quarterly basis include implementing The *Leader in Me*, AVID, organizing classrooms into houses with families, setting up a structure with the staff to integrate the arts within the houses. *The Leader in Me* program will assist in providing a school wide structure for building intrinsic motivation and raising student engagement to build a culture. We will increase the visibility of data by using wall space within classrooms and around

the school building to display data for parents and students. Students will wear uniforms on a daily basis and a house t-shirt during a monthly assembly celebrating the culture.

Staff will be hired utilizing the new rigorous screening, interview, and selection practices. Staff will be selected for first round of training on AVID according to readiness level. AVID strategies will begin to be utilized embedded in the classrooms of two grade levels. The new math and ELA coaches will reinforce, model and offer training in common core strategies while developing relationships and building trust with staff.

All procedures, calendars and structures must be in place for the start of the year to train staff and hold staff accountable. Administrators conduct walk thru's and share data with staff at faculty meetings, data meetings, as described above. Teachers will become aware of data uses and analysis through team meetings. Building data teams will create schedules and outlines of agenda topics. Building leadership will create a plan for helping parents to understand the use of data. Students will become aware of data uses.

iv. The goal for year two and year three of implementation are very similar to year one as these goals require a lot of time, training and retraining in order to meet success. Increasing instructional capacity and building a culture of excellence are both goals that meet this criteria and would stay the same for years two and three although the strategies would differ. Promoting data informed decision making would change to utilizing data informed decision making for year two and three. In year two the key strategies for increasing instructional capacity will be to integrate AVID strategies into the classroom. AVID strategies for increasing student skills in math, reading, writing and inquiry are an integral part of increasing instructional capacity thus this strategy will be valid for two years. Utilizing data informed decision - making will require the strategies of re-evaluation, reflection and re-teaching. Creating a culture of excellence will have a goal year two of creating student ownership and year three the goal will be to create a community of leaders. Creating student ownership will utilize the strategy of gradual release of responsibility and creating a community of leaders will use the strategy of organization and synthesis.

Attachment A
Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) David W Ziskin	6/7/13	
Type or print name David W Ziskin	6/7/13	
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Richard Peters	6/7/13	
Type or print name Richard Peters	6/7/13	
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Karen A Murphy	6/5/13	
Type or print name Karen A. Murphy	6/5/13	

The Greater Amsterdam School District

Thomas F. Perillo, Superintendent of Schools

Central Administration Building
11 Liberty Street
Amsterdam, New York 12010

www.gasd.org
Main Office: 518-843-3180
Fax: 518-842-0012

Parents of Tecler students in agreement of School Improvement Grant.

Kasey Constantino — 6/5/13

Karen A Murphy — 6/5/13

[signature] — 6/5/13

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 201 '16
I. Leading Indicators							
a. Number of minutes in the school year	min		73800 (6hrs 50 min*180)	73800	73800	73800	7380(
b. Student participation in State ELA assessment	%		96%	96%	98%	99%	99%
c. Student participation in State Math assessment	%		96%	96%	98%	99%	99%
d. Drop-out rate	%	n/a	n/a	n/a	n/a	n/a	n/a
e. Student average daily attendance	%		89%	93%	94%	96%	98%
f. Student completion of advanced coursework		n/a	n/a	n/a	n/a	n/a	n/a
g. Suspension rate	%		20%	1%	1%	1%	1%
h. Number of discipline referrals	num		29 (VADIR)	26	25	22	20
i. Truancy rate	%	n/a	n/a	n/a	n/a	n/a	n/a
j. Teacher attendance rate	%	n/a	n/a	n/a	n/a	n/a	n/a
k. Teachers rated as "effective" and "highly effective"	%	n/a	n/a	n/a	n/a	n/a	n/a
l. Hours of professional development to improve teacher performance	num		35+	35+	60	60	50
m. Hours of professional development to improve leadership and governance	num		30	30	40	40	40
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num		10	10	30	30	20
II. Academic Indicators							
o. ELA performance index	PI		120	102	112	121	130
p. Math performance index	PI		127	108	118	125	137
q. Student scoring "proficient" or higher on ELA assessment	%	56%	36%	29% Tecler	35%	48%	60%
r. Students scoring "proficient" or higher on Math assessment	%	64%	40%	28% Tecler	35%	48%	60%
s. Average SAT score	score	n/a	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	n/a
u. Students receiving Regents diploma with advanced designation	%	n/a	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	n/a
w. Ninth graders being retained	%	n/a	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	n/a

ATTACHMENT C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
National Center for Time ad Learning: expanding learning time to improve student achievement and enable a well-rounded education. Through research, public policy and technical assistance, we support national, state and local initiatives that add significantly more school time for academic and enrichment opportunities to help children meet the demands of the 21st century. Contact: Joseph McKown jmckown@timeandlearning.org National Center on Time &	1. Boston Public Schools	1. Albert Taylor, Network Superintendent: 617 635 6722; ataylor@bostonpublicschools.org
	2. Lawrence Public Schools, MA	2. Jeff Riley, Superintendent/Receiver: 978 975 5900; superintendent@lawrence.k12.ma.us
	3. Denver Public Schools	3. Kelli Pfaff, Director of Post-Secondary Readiness, Strategic Initiatives; kelli_pfaff@dpsk12.org
	4. Oklahoma City Public Schools	4. Karl Springer, Superintendent: 405 587 0448; superintendent@okcps.org
	5. Tulsa Public Schools	5. Keith Ballard, Superintendent: 918 746 6295; poindpa@tulsaschools.org

Learning 24 School Street, 3rd Floor Boston, MA 02108 p: (617) 378-3940 f: (617) 723-6746		
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.)
AVID, Advancement Via Individual Determination, is a college readiness system for elementary through higher education that is designed to increase schoolwide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change f: (617) 723-6746	6.	6.
	1. Hutcheson Jr. High, Texas	1. 2101 Browning Drive | Arlington, TX 76010 | (682) 867-2400 John Martin, Principal
	2. Clear Creek Middle School	2. 219 NE 219th, Gresham, 97030-8495 503-492-6700 David Atherton, Principal
	3. Killeen High School	3. 200 N WS Young Dr. Killeen Texas 254-336-0000 Truenice Bryant-Shaw
	4. Westmister High School	4. 14325 Goldenwest St Westminster, CA 92683 (714) 893-1381 Owen Crosby, Principal
	5. Fontana High School, CA	5. 9453 Citrus Avenue, Fontana CA 92335 (909)357-5500 Ofelia Hinojosa, Principal
	6.	6.
	7.	7.
	8.	8.
		9.

Partner Organization Name and Contact Information 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 Leader in Me is a whole-school transformation model that acts like the operating system of a computer — it improves performance of all other programs. Based on *The 7 Habits of Highly Effective People®*, *The Leader in Me* produces transformational results such as higher academic achievement, fewer discipline problems, and increased engagement among teachers and parents. Better yet, *The Leader in Me* equips students with the self-confidence and skills they need to thrive in the 21st century economy. www.leaderinme.org 1.888.7habits	1. Penn Yam Elementary	1. 35 School Drive, Penn Yan NY 14527
	2. Byron Bergen	2. 6917 W. Bergen Road, Byron Bergen, NY 14416
	3. Riverview Elementary	3. 55 Taylor Drive, Tonawanda, NY 14150
	4.	4.
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.

Bethany L. Schill

168 Blue Grass Lane • Rochester, NY 14626 • (585)730-1277 • bethanyschill@gmail.com

Certifications

School Building Leader and School District Leader (August 2011)
National Board Certification- Middle School Generalist (December 2008)
New York State Permanent Certification, Elementary Education (N-6), (September 2005)
New York State Permanent Certification, Special Education (K-12), (September 2005)

Education

SUNY College at Brockport	**Nazareth College of Rochester**	**SUNY College at Oswego**
CAS in Educational Administration	M.S. in Education	B.A. in Psychology
August 2011	December 2001	December 1993

Administrative Experience, Syracuse City School District, Syracuse, NY (2 years)

Westside Academy at Blodgett Middle School, Grade 6 Vice Principal, (07/12-current)
Nottingham High School, Grade 9 & 10 Vice Principal of Project Lead the Way Academy, (07/11-06/12)

- Conducted walkthroughs on a daily basis to maintain an instructional pulse, understand classroom challenges, and be a visible leader.
- Focused on creating a culture of learning by building teacher leadership capacity to maximize student learning.
- Organized and implemented a school-wide data team to focus instruction and professional development.
- Built relationships with students through hallway conversations, greeting students at arrival and dismissal, and attendance at athletic and music events to help with the maintenance of student discipline.
- Utilized ninth grade academy data team meetings to develop a collaborative instructional team to improve student learning.
- Created and lead a school-wide educational technology committee to facilitate the growth of 21st century instructional practices.

Administrative Internship Experience

Francis Parker School 23, Rochester City School District, Rochester, NY (05/11-06/11)

- Organized and implemented a school wide Day of Caring.
- Experienced enforcing student discipline to aide in student learning.
- Built relationships with students by lunchroom conversations, greeting students at arrival and dismissal to help with the maintenance of student discipline.
- Utilized biweekly data team meetings with each grade level to improve student learning.
- Created a Service Learning Menu and Contract to help students with behavior problems.
- Integrated and used educational technology within school practices and curriculum.

Professional Development Lead or Co-Lead

21st Century Leadership Philosophy, Genesee Valley Principal Retreat, Rochester, NY (2010)
Concept Based Learning, Literacy for the 21st Century, SUNY Brockport, Brockport, NY
Help Me Understand the New Cut Scores, Canal View Parent Association, Spencerport, NY
Introduction to Web 2.0, Teaching, Learning & Technology Conference, Nazareth College, NY
Creating Online Choose Your Own Adventure Stories with PowerPoint, Warner School, Rochester, NY
Nuts & Bolts I: Blogging & Wiki's Professional and for the Classroom, Warner School, Rochester, NY
Nuts & Bolts II: Your Digital Footprint, Warner School at the U of R, Rochester, NY
Utilizing Multiple Intelligences in the Classroom, Faculty Meeting, Cosgrove Middle School, Spencerport, NY
Ongoing Assessment for the Classroom, Faculty Meeting, Cosgrove Middle School, Spencerport, NY
Active Learning Strategies in the Classroom, Hilton Differentiation Summer Institute, Hilton, NY
Using Picture Books to Teach Literature Circle Roles, Hilton Differentiation Summer Institute, Hilton, NY
Differentiating Science Lessons Incorporating Technology, Hilton Differentiation Summer Institute, Hilton, NY

Authored Articles in Professional Publications
Concept Based Instruction, *Science & Children*, February 2011
21st Century Collaboration, *Middle Ground*, February 2012

Professional Development
AVID Regional Conference, Philadelphia, PA, July 2012
Turnaround Leadership Institute, Albany, NY, February 2012
Teachscape & Danielson Model of APPR, March 2011
Differentiated Instruction Summer Institute, Kristina Doubet & Carol Ann Tomlinson (2009)
Differentiated Instruction Summer Institute, Jay McTighe & Carol Ann Tomlinson (2008)
Strength Based Assessments, Ellen Arnold (2007)
I Read It, But I Don't Get It, Cris Tovani (2007)
Thinking Mathematically, Algebraic Thinking, Kristine Labatte, 5 day institute (2007)
Math Strategies for Grades 4-8, Rachel McAnallen, 5 day institutes (2005, 2006)

Curriculum, Instruction & Assessment
Participated in creation of common assessments for grades 6-8 in ELA and science.
Collaborated to form aligned district ELA curriculum & continuum maps for grades 6-8.
Jointly created aligned district Social Studies DBQ assessments for grades 3-5.
Analyzed and scored NYS 3-8 ELA, Math and Science assessments.

General Education Teaching Experience at Spencerport Central School District, Spencerport, NY (7 years)
Canal View Elementary School, *Grade 5, ELA, Math, Science (09/10-05/11)*
Ada Cosgrove Middle School, *Grade 6 Inclusion Classroom ELA, Math, Science (09/07- 06/10)*
Terry A. Taylor Elementary School, *Grade 3 Inclusion Classroom with 15:1:1 students, (09/04-06/07)*

- Differentiation Mentor, Cosgrove Middle School, Spencerport, NY (2007-2010)
- Enhanced student academic and social growth by using varied activities and teaching strategies.
- Communicated positively with parents by using a comprehensive website, phone calls and postcards.
- Collaborated with department level teams to create common assessments.
- Planned and implemented the utilization of Skype as an instructional tool in the classroom.
- Developed a collegial relationship with various support people including special education teacher, school counselor, library media specialist, reading specialist, and technology specialist.
- Provided an innovative and challenging learning environment with the integration of technology.
- Incorporated the use of anchor papers and student created rubrics for student self-assessment in math, reading and writing.
- Strengthened student engagement by using cooperative groups, questioning, materials and activities.
- Focused on learning styles and purposeful movement to establish clear classroom expectations.

Special Education Teaching Experience at Spencerport Central School District, Spencerport, NY (2 years)
Leo Bernabi Elementary School, *Consultant Teacher, Grades 5, 6, 7* (09/03-06/04)
Terry A. Taylor Elementary School, *Consultant Teacher Grade 5*, 6, 8 (09/02-06/03)

- Planned and implemented lessons using small and whole group instruction with various professional team members to meet the needs of students with learning difficulties and social deficits.
- Assisted students with disabilities to succeed in the regular classroom environment by providing various accommodations, modifications and support.
- Responsible for composing, implementing and evaluating Individualized Education Plans, as well as, Functional Behavioral Analysis, and Behavior Intervention Plans. Active participant in CSE meetings.
- Utilized creative approaches to accommodate varied learning styles to meet the specialized needs and disabilities of students.
- Initiated frequent communication and interaction with colleagues along with parent contact.

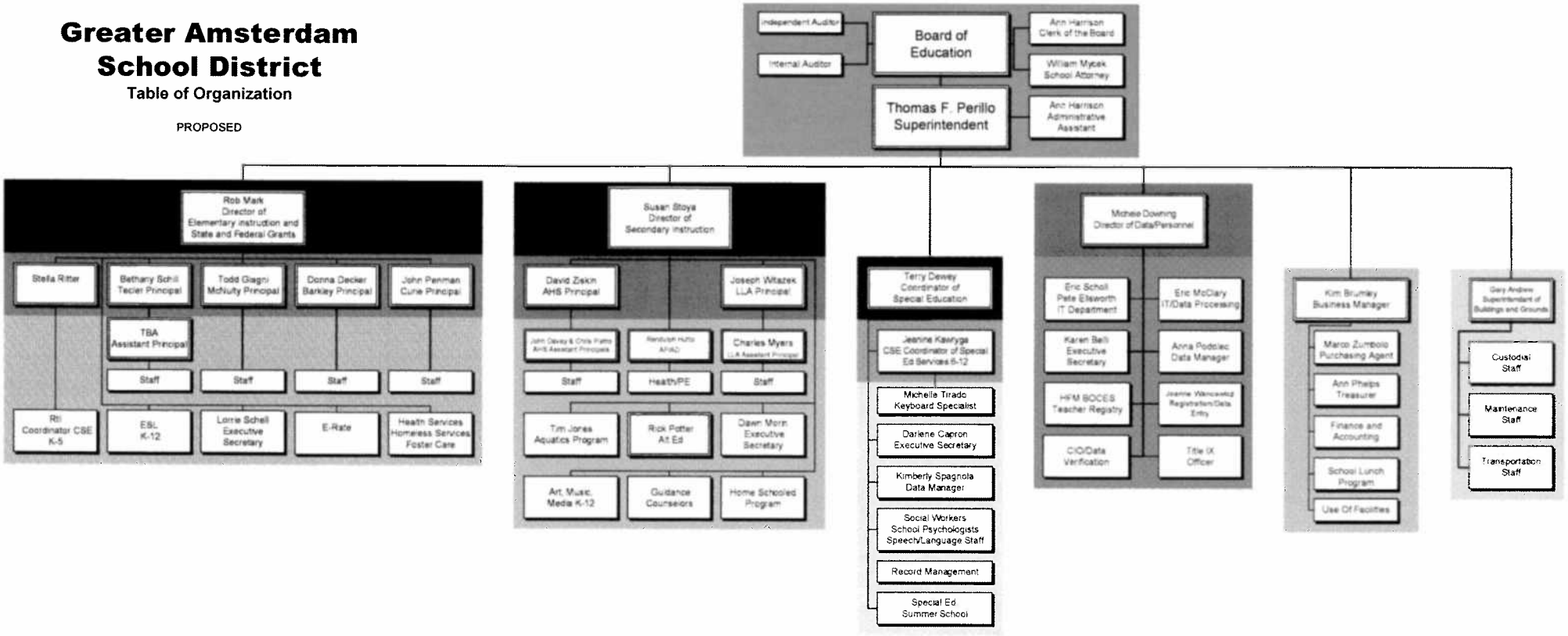
Professional Organizations
National Writing Project, Warner School at the University of Rochester Site (2008-present)

National Council of Teachers of Mathematics (2002-present)
National Science Teachers Association (2002-present)

Greater Amsterdam School District

Table of Organization

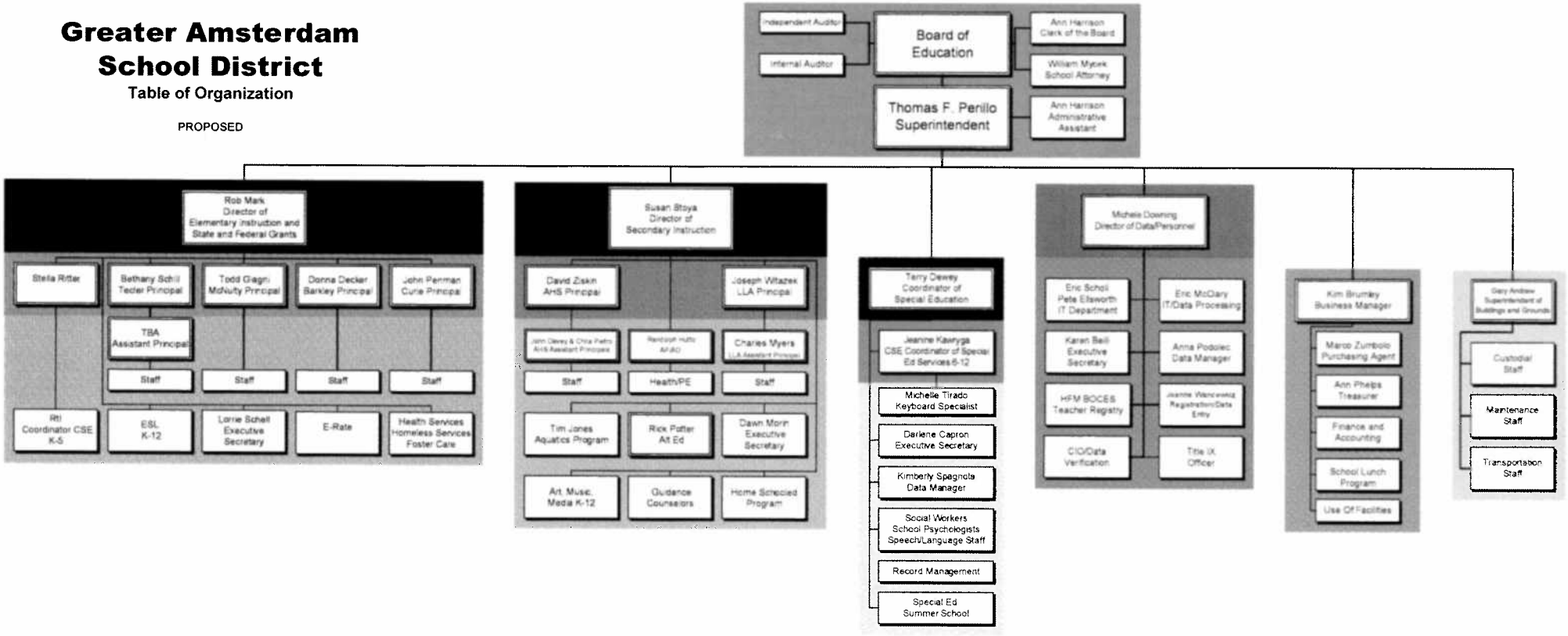
PROPOSED



Greater Amsterdam School District

Table of Organization

PROPOSED



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:	School Improvement Grant 1003(g)
Report Prepared By:	Michele Downing, Robert Mark, and Bethany Schill
Agency Name:	Greater Amsterdam School District
Mailing Address:	11 Liberty Street (Street)
	Amsterdam (City) NY (State) 12010 (Zip Code)
Telephone # of Report Preparer:	518-843-3180
County:	Montgomery
E-mail Address:	rmark@gasd.org
Project Funding Dates:	9/1/2013 (Start) 8/31/2014 (End)

INSTRUCTIONS

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

SALARIES FOR PROFESSIONAL STAFF			
		Subtotal - Code 15	$620,483
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Assistant Principal	1.00	$93,383	$93,383
Permanent Building Substitute	2.00	$47,494	$94,988
Math Coach	1.00	$47,494	$47,494
ELA Coach	1.00	$47,494	$47,494
Dance Teacher	0.40	$47,494	$19,000
Behavior Specialist/Coach	1.00	$47,494	$47,494
Dean of Students	1.00	$76,851	$76,851
House Leader Stipend	3.00	$3,767	$11,301
Planning for building-specific curriculum	108 hours	$31	$3,348
Staff funding for summer training/retreat	30 teachers	$539	$16,170
General substitutes	540 days	$102	$55,080
Funding for staff participating in evening events	120 hours	$31	$3,720
Staffing for summer reading/math program	3000 hours	$31	$93,000
Staffing for afterschool trainings	120 hours	$31	$3,720
Staffing to provide pre-assessment tutoring	240 hours	$31	$7,440

SALARIES FOR SUPPORT STAFF			
		Subtotal - Code 16	$17,150
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Aide	1.00	$17,150.00	$17,150

PURCHASED SERVICES			
		Subtotal - Code 40	$307,660
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Writers Workshop (K-2)	Cathy Beadnell	30 days x $350	$10,500
Writers Workshop (3-5)	Eileen Bray	30 days x $350	$10,500
Time management review/services	National Center on Time and Learning	$135,000.00	$135,000
Math intervention program	Do The Math	$40,000.00	$40,000
Differentiated and quality instruction	Alexia Ryan, CASDA	$1,100/day	$11,000
College readiness system	AVID	$10,460.00	$10,460
Self-focused management system	Leader In Me	$15,000.00	$15,000
Academic data tracking	Pensieve	$1,200.00	$1,200
Daily 5/Café training (K-2)	Consultant TBD	TBD	$10,500
Daily 5/Café training (3-5)	Consultant TBD	TBD	$10,500
On-going assessments in reading and math	STAR	$8,000.00	$8,000
Various additional conference registrations	TBD	Varies	$30,000
Instructional supports for ELLs	SIOP	$15,000.00	$15,000

SUPPLIES AND MATERIALS			
		Subtotal - Code 45	$294,440
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Dance class supplies	Varies	$5,000.00	$5,000
Family evening event supplies	Varies	$2,000.00	$2,000
PBIS Supplies	Varies	$4,000.00	$4,000
Curriculum Site Sets for AVID	2 sets	$440.00	$440
iPads for use with Pensieve	TBD	$18,000.00	$18,000
Signage	TBD	Varies	$6,000
Books to support transformation efforts	TBD	Varies	$3,000
Non-Fiction Classroom Libraries	TBD	Varies	$50,000
Clothes closet	TBD	Varies	$5,000
Team building T-Shirts	TBD	Varies	$6,000
Writers Workshop supplies	TBD	Varies	$10,000
Art supplies	TBD	Varies	$5,000
Instructional technologies	TBD	Varies	$150,000
Rosetta Stone online	Membership	Varies	$10,000

Summer school supplies	TBD	Varies	$10,000
Apps for iPads	TBD	Varies	$5,000
SIOP Resources	TBD	Varies	$5,000

TRAVEL EXPENSES			
		Subtotal - Code 46	$20,000
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Conference travel	Various, to expand knowledge and skills within target areas	15000	$15,000
School visitations	Various, to observe and interact with successful schools	5000	$5,000

Employee Benefits		
	Subtotal - Code 80	$286,582
Benefit		**Proposed Expenditure**
Social Security		$48,779
Retirement	New York State Teachers	$92,782
	New York State Employees	$3,584
	Other - Pension	
Health Insurance		$139,612
Worker's Compensation		
Unemployment Insurance		
Other(Identify)		
Health Reserve Account		$1,825

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding $25,000 and any flow through funds) **Manual Entry	$1,546,315
B.	Approved Restricted Indirect Cost Rate	2.40%
C.	Subtotal - Code 90	$37,112

For your information, maximum direct cost base = $1,546,315.00

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

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

MINOR REMODELING		
	Subtotal - Code 30	$115,000
Description of Work to be Performed	Calculation of Cost	Proposed Expenditure
Installation of walls in "open concept" building	$100,000.00	$100,000
Installation of fence around playground for increased safety	$15,000.00	$15,000

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

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	$620,483
Support Staff Salaries	16	$17,150
Purchased Services	40	$307,660
Supplies and Materials	45	$294,440
Travel Expenses	46	$20,000
Employee Benefits	80	$286,582
Indirect Cost	90	$37,112
BOCES Services	49	
Minor Remodeling	30	$115,000
Equipment	20	
Grand Total		$1,698,427

Agency Code: **270100010000**

Project #:

Contract #:

Agency Name: Greater Amsterdam School District

CHIEF ADMINISTRATOR'S CERTIFICATION

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

6/7/13 (Date) Thomas F Perillo (Signature)

Thomas F. Perillo, Superintendent

Name and Title of Chief Administrative Officer

FOR DEPARTMENT USE ONLY

Funding Dates: _____ (From) _____ (To)

Program Approval: _____ Date: _____

Fiscal Year	First Payment	Line #

Voucher # _____ First Payment _____

Finance: Logged _____ Approved _____ MIR _____

Budget Narrative

Assistant Principal – This role will support the overall transformation model by providing assistance with building-wide supports, teacher observations and staff supervision, and implementation of all efforts related to the activities and goals supported by the grant.

Building substitutes (2) – Two full time substitutes will be hired so as to have certified professionals in the building at all times to cover classes as needed. These individuals will take part in the same trainings as the other teachers in the building to support consistency in building-wide efforts.

Math and Literacy (ELA) Coaches – These coaches will provide continuous, embedded supports to teachers as new and continuing academic initiatives are enacted. The model of a Literacy Coach was successfully implemented in previous years, but was lost due to budget cuts.

Dance Teacher – The Arts in Education Magnet theme will continue forward and would greatly benefit student learning and engagement by having another artistic instructional presence in the building. The added benefit would be the ability to free up classroom teachers during dance instruction to allow for more team planning amongst staff.

Behavior Specialist/Coach – Behavioral management has become a significant issue at Tecler Magnet School, especially in recent months. The behavioral specialist/coach will provide assistance with building wide behavioral systems, classroom behavior management, and individualized behavior plan development. This individual will serve on Crisis and PBIS teams, conference with teachers, and directly assist with planning, tracking, and addressing student behaviors.

Dean of Students – The Dean will assist with overall building management and support of teacher efforts to provide behavioral and academic structures.

House Leaders (3) – Stipend – Three student groupings, including one class each of grades K-5 will be referred to as a "house." One teacher leader will be selected as house leader and will receive a stipend to lead the change efforts within that specific house.

Staff Time to develop building-level curriculum – In addition to the district curriculum, Tecler will develop a variation of that curriculum, using Rubicon Atlas, to incorporate building-specific efforts and the Arts in Education Magnet Theme.

Summer Training/Retreat for Tecler staff – Full staff training will be provided for one day each summer so that all receive a consistent message and direction and have an opportunity to communicate with one another outside of the daily routine of instruction and building procedures.

Daily Substitutes – With a significant amount of training and planning taking place throughout the school year, substitute teachers, in addition to the two full-time substitutes on staff, will be needed.

Staffing of Night Events – To support parent involvement, building culture, and student engagement, Tecler staff will participate in organizing and providing two evening events to showcase student efforts and growth in the Tecler learning community.

Summer ELA/Math Programs – An existing summer reading program provided to struggling learners in the district will be expanded with these funds to include a longer, more intensive program for Tecler students. The program will provide instruction in both ELA and math.

Afterschool training – Many of the trainings provided to staff will need to be held outside of the regular school day in order to reduce the impact on students by having their teacher pulled from the classroom. This funding will support this additional time.

Pre-Assessment Tutoring – Tutoring will be intensified in the weeks leading up to state assessments in grades 3-5 so as to better prepare students and reduce their anxieties over being met with the challenges and intensity of those assessments.

Aide for support – Students often have time available during the latter portion of their lunch period, after they have finished eating. In order to better manage student behavioral concerns and to provide enriching activities to keep students minds active and engaged, an aide would provide structured activities for these students. The aide will assist with building needs as directed by the building principal throughout the day.

Cathy Beadnell and Eileen Bray (Writers Workshop)- will provide continuous, embedded supports to teachers as new and continuing academic initiatives are enacted. The model of a Literacy Coach was successfully implemented in previous years, but was lost due to budget cuts.

Nat. Center on Time and Learning - NCTL has documented the practices of high-performing, high-poverty schools that have expanded time to raise achievement, enrich education, and empower teachers. NCTL also tracks expanded-time schools across the country and studies research to understand the relationship between time and learning.

Do The Math - An intervention program gives students who have fallen behind the chance to catch up and keep up. Focusing on Number and Operations, the program teaches students the basics of math-computation, number sense, and problem solving. It offers comprehensive teacher support and helps students develop the skills they need to compute with accuracy and efficiency, the number sense they need to reason, and the ability to apply their skills and reasoning to solve problems.

Alexia Ryan - will provide continuous, embedded supports to teachers as new and continuing academic initiatives are enacted. The model of a Literacy Coach was successfully implemented in previous years, but was lost due to budget cuts.

AVID - AVID, Advancement Via Individual Determination, is a college readiness system for elementary through higher education that is designed to increase school-wide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective

instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change.

Leader In Me - *The Leader in Me* is a whole-school transformation model that acts like the operating system of a computer — it improves performance of all other programs. Based on *The 7 Habits of Highly Effective People®*, *The Leader in Me* produces transformational results such as higher academic achievement, fewer discipline problems, and increased engagement among teachers and parents. Better yet, *The Leader in Me* equips students with the self-confidence and skills they need to thrive in the 21st century economy.

Pensieve - The electronic notebook is an integral part of our daily work with children. Data collected during diagnostic assessments is easily transferred into this data ready resource to provide instantaneous data.

Daily 5/CAFÉ - it is a structure that helps students develop the daily habits of reading, writing, and working independently that will lead to a lifetime of literacy independence.

STAR Math, Reading, and Early Literacy – CCSS aligned skills-based test items and in-depth reports for screening, instructional planning, progress monitoring, standards benchmarking;

Conference Registrations (Various) – These include various registrations discussed in the proposal.

SIOP Training - An an empirically-validated approach to teaching that helps prepare all students—especially English learners –to become college and career ready. It is a framework for organizing instruction and supports teachers in planning and delivering high-quality instruction for all students.

Dance Class Supplies – As deemed necessary by instructor for establishing new program.

Night Event Supplies - As deemed necessary for encouraging participation.

PBIS Supplies - As deemed necessary to support program.

AVID Supplies – Curriculum site sets

iPads for Pensieve – for teachers to enter and manipulate data readily and easily.

Signage – large white paper boards to use as tools for brainstorming and training activities.

Books to support transformation efforts – teacher and administrator book circles dealing with data, student management as described in proposal

Non-fiction classroom libraries – to establish non-fiction libraries in every classroom at Tecler.

Clothes closet – to support the student dress codes in a high needs population

Team building T-Shirts – to promote participation and engagement among houses

Writers workshop supplies – As deemed necessary by instructor to enhance program.

Art Supplies - As deemed necessary by instructor to enhance program.

Instructional technologies – Smartboards, Elmos for classrooms and media center, netbooks, new Mac lab. Technologies to begin preparing for impending PARCC assessments.

Rosetta Stone online – to promote Spanish speakers within Tecler

Summer school supplies - As deemed necessary by instructor to enhance program.

Apps for iPads – to be determined by building principal with assistance from coaches to promote CCSS learning and inquiry skills.

SIOP Resources – as dictated by SIOP program

Various conference travel – travel expenses for conferences as described in the proposal.

Various School Visitations – Visits to high poverty successful schools to see the practices in action

Walls – to assist with safety and student management concerns

Fence – the playground does not have a fence leaving it difficult to bring children out for fear of potential runners. This fence will enclose the playground area, securing the space safely.

Activity	Year 1	FICA	TRS/ERS	Health	HRA
Assistant Principal	$ 93,383.00	$ 7,143.80	$ 15,174.74	$ 16,792.45	$ 225.00
Building substitute #1 (permanent)	$ 47,494.00	$ 3,633.29	$ 7,717.78	$ 16,792.45	$ 225.00
Building substitute #2 (permanent)	$ 47,494.00	$ 3,633.29	$ 7,717.78	$ 16,792.45	$ 225.00
Math Coach	$ 47,494.00	$ 3,633.29	$ 7,717.78	$ 16,792.45	$ 225.00
ELA Coach	$ 47,494.00	$ 3,633.29	$ 7,717.78	$ 16,792.45	$ 225.00
Dance Teacher	19,000	1,454	3,088	6,717	
Behavior Specialist/Coach	$ 47,494.00	$ 3,633.29	$ 7,717.78	$ 16,792.45	$ 225.00
Dean of Students	$ 76,851.00	$ 5,879.10	$ 12,488.29	$ 16,792.45	$ 225.00
"house leader" #1 - Stipend	$ 3,767.00	$ 288.18	$ 612.14		
"house leader" #2 - Stipend	$ 3,767.00	$ 288.18	$ 612.14		
"house leader" #3 - Stipend	$ 3,767.00	$ 288.18	$ 612.14		
Create "building plan" for Tecler in Rubicon Atlas; Have teachers map Magnet building plan (6 teacher x 18 hours x $31)	3,348	256	396		
Summer training/Retreat for staff (30 Teachers x 1 day/year x $539)	16,170	1,237	1,915		
Substitutes (540 substitute days x $102)	55,080	4,214	6,521		
Night event - Staff (30 teachers x 2 nights x 2 hours x $31)	3,720	285	440		
Summer ELA/Math Programs (30 day x 5 hours x 20 teachers x $31)	93,000	7,115	11,011		
Afterschool training (30 teachers x 4 hours x $31)	3,720	285	440		
Pre-Assessment Tutoring (15 teachers x 4 days/wk x 4 wks x $31)	7,440	569	881		
Code 16 Support Staff — Aide for recess support	$ 17,150.00	$ 1,311.98	$ 3,584.35	$ 15,347.94	$ 250.00
Code 40 Purchased Services — Cathy Beadnell (K-2) (30 x $350)	10,500				

	Eileen Bray (3-5) (30 x $350)	10,500				
	Nat. Center on Time and Learning	135,000				
	Do The Math	40,000				
	Alexia Ryan (CASDA) 10 days	11,000				
	AVID	10,460				
	Leader In Me	15,000				
	Pensieve	1,200				
	Daily 5/CAFÉ (K-2)	10,500				
	Daily 5/CAFÉ (3-5)	10,500				
	STAR Math, Reading, and Early Literacy	8,000				
	Conference Registration	30,000				
	SIOP Training	15,000				
Code 45 Supplies	Dance Class Supplies	5,000				
	Night event supplies	2,000				
	PBIS supplies	4,000				
	AVID supplies (curriculum site sets)	440				
	iPads for Pensieve	18,000				
	Signage	6,000				
	Books to support transformation efforts	3,000				
	Non-fiction classroom libraries	50,000				
	Clothes closet	5,000				
	Team building T-Shirts	6,000				
	Writers workshop supplies	10,000				
	Art Supplies	5,000				
	Instructional technologies	150,000				
	Rosetta Stone online	10,000				
	Summer school supplies	10,000				
	Apps for iPads	5,000				
	SIOP Resources	5,000				
Code 46 Travel	Various Conference travel	15,000				
	Various School visitations	5,000				

Code 80	Benefits		See columns E-H for year 1 (multiply by 1.04 for subsequent years)				
Code 90	Indirect Cost		37,112				
Code 30	Minor Remodeling	Walls	100,000				
		Fence	15,000				
Code 20	Equipment						
			1,411,845	48,779	96,366	139,612	1,825

Y1 Total	Year 2	Year 3	Other Monies
132,719	138,028	143,549	
75,863	78,897	82,053	
75,863	78,897	82,053	
75,863	78,897	82,053	
75,863	78,897	82,053	
30,258	31,468	32,727	
75,863	78,897	82,053	
112,236	116,725	0	
4,667	4,854	5,048	
4,667	4,854	5,048	
4,667	4,854	5,048	
4,001	0	0	
19,322	20,094	20,898	
65,815	68,448	35,593	
4,445	4,623	4,808	
111,126	115,571	120,194	
4,445	4,623	4,808	
8,890	9,246	9,615	
37,644	39,150	0	
10,500			

10,500			
135,000			
40,000			
11,000			
10,460			
15,000			
1,200	1,200	1,200	
10,500			
10,500			
8,000	8,000	8,000	
30,000	30,000	30,000	
15,000			
5,000	1,000	500	
2,000	2,000	2,000	
4,000	4,000	2,000	
500	0	0	
18,000	2,000	1,000	
6,000	1,000	0	
3,000	3,000	3,000	
50,000	50,000	25,000	
5,000	5,000	3,000	
6,000	6,000	3,000	
10,000	10,000	10,000	
5,000	5,000	5,000	
150,000	50,000	20,000	
10,000	10,000	10,000	
10,000	10,000	10,000	
5,000	3,000	2,000	
5,000	5,000	5,000	
15,000	15,000	15,000	
5,000	5,000	5,000	

0			
37,112	28,397	22,999	
100,000			
15,000			
0			
1,698,487	1,211,620	981,300	

Sustainable Strategies

This position will revert to AP .5/AIS .5 as there will be less of a need for administrative work after PD with staff
If proven to be an effective strategy, will be paid for out of general fund
If proven to be an effective strategy, will be paid for out of general fund
build internal capacity, reduce reliance on coach
build internal capacity, reduce reliance on coach
integration will have occurred in classrooms

no longer needed after year 2 as culture of excellence will be established and discipline minimized
if found to be an effective strategy, will seek to cover in general fund
if found to be an effective strategy, will seek to cover in general fund
if found to be an effective strategy, will seek to cover in general fund
work will have been completed
completed and no longer needed
no longer needed to cover PD
work with union to allow for an additional 1 night of teacher attendance at night events
combine summer program with the summer program run by the district
alternative grant funding will be researched
Partner, NCTL, will have strategy for providing this tutoring within the day
parent education, volunteer requirement to support expanded learning
staff capacity built in this area, no longer needed from outside consultant

staff capacity built in this area, no longer needed from outside consultant
reliance on external service no longer needed as capacity built

staff capacity built in this area, no longer needed from outside consultant
alternative grant funding found for much smaller cost of maintenance
reliance on external service no longer needed as capacity built
alternative grant funding found for much smaller cost of maintenance
build internal capacity, reduce reliance
build internal capacity, reduce reliance
alternative grant funding found for much smaller cost of maintenance
Build internal capacity, reduce reliance on external service
Build internal capacity, reduce reliance on external service
not needed, integrated in classes
fund by a now active PTO
fund by a now active PTO
not consumable
not consumable
not consumable
not consumable
not consumable
not consumable
not consumable
not consumable
alternative grants sought
alternative grants sought
not consumable
no longer needed
combined with district program
search for alternative apps for lower cost
not consumable
build internal capacity, reduce reliance on external services
build internal capacity, reduce reliance on external services

not consumable
not consumable

Used for Budget Summary Chart

Activity	Year 1	FICA	TRS/ERS	Health	HRA	Y1 Total	Year 2
Assistant Principal	$ 93,383.00	$ 7,143.80	$ 15,174.74	$ 16,792.45	$ 225.00	132,719	138,028
Building substitute #1 (permanent)	$ 47,494.00	$ 3,633.29	$ 7,717.78	$ 16,792.45	$ 225.00	75,863	78,897
Building substitute #2 (permanent)	$ 47,494.00	$ 3,633.29	$ 7,717.78	$ 16,792.45	$ 225.00	75,863	78,897
Math Coach	$ 47,494.00	$ 3,633.29	$ 7,717.78	$ 16,792.45	$ 225.00	75,863	78,897
ELA Coach	$ 47,494.00	$ 3,633.29	$ 7,717.78	$ 16,792.45	$ 225.00	75,863	78,897
Dance Teacher	19,000	1,454	3,088	6,717		30,258	31,468
Behavior Specialist/Coach	$ 47,494.00	$ 3,633.29	$ 7,717.78	$ 16,792.45	$ 225.00	75,863	78,897
Dean of Students	$ 76,851.00	$ 5,879.10	$ 12,488.29	$ 16,792.45	$ 225.00	112,236	116,725
"house leader" #1 - Stipend	$ 3,767.00	$ 288.18	$ 612.14			4,667	4,854
"house leader" #2 - Stipend	$ 3,767.00	$ 288.18	$ 612.14			4,667	4,854
"house leader" #3 - Stipend	$ 3,767.00	$ 288.18	$ 612.14			4,667	4,854
Create "building plan" for Tecler in Rubicon Atlas; Have teachers map Magnet building plan (6 teacher x 18 hours x $31)	3,348	256	396			4,001	0
Summer training/Retreat for staff (30 Teachers x 1 day/year x $539)	16,170	1,237	1,915			19,322	20,094
Substitutes (540 substitute days x $102)	55,080	4,214	6,521			65,815	68,448

		Night event - Staff (30 teachers x 2 nights x 2 hours x $31)	3,720	285	440			4,445	4,623
		Summer ELA/Math Programs (30 day x 5 hours x 20 teachers x $31)	93,000	7,115	11,011			111,126	115,571
		Afterschool training (30 teachers x 4 hours x $31)	3,720	285	440			4,445	4,623
		Pre-Assessment Tutoring (15 teachers x 4 days/wk x 4 wks x $31)	7,440	569	881			8,890	9,246
Code 16	Support Staff	Aide for recess support	$ 17,150.00	$ 1,311.98	$ 3,584.35	$ 15,347.94	$ 250.00	37,644	39,150
Code 40	Purchased	Cathy Beadnell (K-2) (30 x $350)	10,500					10,500	
		Eileen Bray (3-5) (30 x $350)	10,500					10,500	
		Nat. Center on Time and Learning	135,000					135,000	
		Do The Math	40,000					40,000	
		Alexia Ryan (CASDA) 10 days	11,000					11,000	
		AVID	10,460					10,460	
		Leader In Me	15,000					15,000	
		Pensieve	1,200					1,200	1,200
		Daily 5/CAFÉ (K-2)	10,500					10,500	
		Daily 5/CAFÉ (3-5)	10,500					10,500	
		STAR Math, Reading, and Early Literacy	8,000					8,000	8,000
		Conference Registration	30,000					30,000	30,000

		SIOP Training	15,000					15,000	
Code	Supplie	Dance Class Supplies	5,000					5,000	1,000
		Night event supplies	2,000					2,000	2,000
		PBIS supplies	4,000					4,000	4,000
		AVID supplies (curriculum site sets)	440					500	0
		iPads for Pensieve	18,000					18,000	2,000
		Signage	6,000					6,000	1,000
		Books to support transformation efforts	3,000					3,000	3,000
		Non-fiction classroom libraries	50,000					50,000	50,000
		Clothes closet	5,000					5,000	5,000
		Team building T-Shirts	6,000					6,000	6,000
		Writers workshop supplies	10,000					10,000	10,000
		Art Supplies	5,000					5,000	5,000
		Instructional technologies	150,000					150,000	50,000
		Rosetta Stone online	10,000					10,000	10,000
		Summer school supplies	10,000					10,000	10,000
		Apps for iPads	5,000					5,000	3,000
		SIOP Resources	5,000					5,000	5,000
Code 46	Travel	Various Conference travel	15,000					15,000	15,000
		Various School visitations	5,000					5,000	5,000
Code	Benefit		See columns E-H for year 1 (multiply by 1.04 for subsequent years)					0	
Code 90	Indirect Cost		37,112					37,112	28,397
Code 30	Minor Remod eling	Walls	100,000					100,000	
		Fence	15,000					15,000	
Code	Equipm							0	

1,411,845	48,779	96,366	139,612	1,825	1,698,487	1,211,620

Year 3	Other Monies	Sustainable Strategies
143,549		This position will revert to AP .5/AIS .5 as there will be less of a need for administrative work after PD with staff
82,053		If proven to be an effective strategy, will be paid for out of general fund
82,053		If proven to be an effective strategy, will be paid for out of general fund
82,053		build internal capacity, reduce reliance on coach
82,053		build internal capacity, reduce reliance on coach
32,727		integration will have occurred in classrooms
82,053		
0		no longer needed after year 2 as culture of excellence will be established and discipline minimized
5,048		if found to be an effective strategy, will seek to cover in general fund
5,048		if found to be an effective strategy, will seek to cover in general fund
5,048		if found to be an effective strategy, will seek to cover in general fund
0		work will have been completed
20,898		completed and no longer needed
35,593		no longer needed to cover PD

4,808		work with union to allow for an additional 1 night of teacher attendance at night events
120,194		combine summer program with the summer program run by the district
4,808		alternative grant funding will be researched
9,615		Partner, NCTL, will have strategy for providing this tutoring within the day
0		parent education, volunteer requirement to support expanded learning
		staff capacity built in this area, no longer needed from outside consultant
		staff capacity built in this area, no longer needed from outside consultant
		reliance on external service no longer needed as capacity built
		staff capacity built in this area, no longer needed from outside consultant
		alternative grant funding found for much smaller cost of maintenance
		reliance on external service no longer needed as capacity built
1,200		alternative grant funding found for much smaller cost of maintenance
		build internal capacity, reduce reliance
		build internal capacity, reduce reliance
8,000		alternative grant funding found for much smaller cost of maintenance
30,000		Build internal capacity, reduce reliance on external service

		Build internal capacity, reduce reliance on external service
500		not needed, integrated in classes
2,000		fund by a now active PTO
2,000		fund by a now active PTO
0		not consumable
1,000		not consumable
0		not consumable
3,000		not consumable
25,000		not consumable
3,000		not consumable
3,000		not consumable
10,000		alternative grants sought
5,000		alternative grants sought
20,000		not consumable
10,000		no longer needed
10,000		combined with district program
2,000		search for alternative apps for lower cost
5,000		not consumable
15,000		build internal capacity, reduce reliance on external services
5,000		build internal capacity, reduce reliance on external services
22,999		
		not consumable
		not consumable

981,300