

New York State Education Department
LEA School Improvement Grant Application Cohort I, Year 2 Update, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

School Improvement Grants
Application: Year 2 Update
Section 1003(g) of the
Elementary and Secondary Education Act

Cover Page

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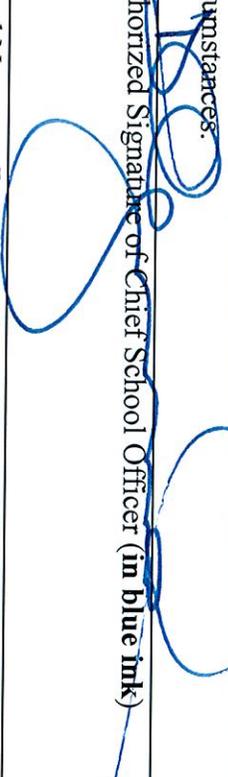
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District: Syracuse City School District	
Address: 1025 Erie Boulevard West, Syracuse, NY 13204	
Contact Person: Michael Puntschenko	Telephone: (315) 435-5840
Address of Contact: 1025 Erie Boulevard West, Syracuse, NY 13204	
E-mail Address: mpuntschenko@scsd.us	Fax: (315) 435-4025

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I hereby certify that I am the applicant's chief school/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 Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, Appendix A, and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

Authorized Signature of Chief School Officer (in blue ink)



Typed Name: Daniel G. Lovengard	Date: 5/2/11
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SECTION I: ASSURANCES (SPECIFIC TO SCHOOL IMPROVEMENT GRANT)

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a Restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements:
 - a. Number of minutes within the school year;
 - b. Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
 - c. Dropout rate;
 - d. Student attendance rate;
 - e. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
 - f. Discipline incidents;
 - g. Truants;
 - h. Distribution of teachers by performance level on an LEA’s teacher evaluation system; and
 - i. Teacher attendance rate.

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SECTION II:

SCHOOLS SERVED WITH FY 2009 SCHOOL IMPROVEMENT GRANT FUNDS						
School NCES ID#	School Name	Tier I	Tier II	Identified for	Model Implemented	Current Principal's appointment date
362859003852	Delaware Academy Elementary School	X		PI for ELA	Transformation	Appointed at the May 2010 School Board Meeting and started on July 1, 2010.
362859003861	Fowler High School		X	PI for ELA and Math and Graduation Rate	Transformation	Appointed August 2008, and started as principal at Fowler in September 2008
362859003872	Hughes Elementary School	X		PI for ELA	Transformation	Appointed at the May 2010 School Board Meeting and started on July 1, 2010.

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SECTION III: STATUS OF THE IMPLEMENTATION OF THE TEACHER AND PRINCIPAL EVALUATION SYSTEM

Directions: Please provide the certifications described, as well as provide a description of the actions the LEA has taken to fulfill the commitment required by SIG.

A description of the actions the Syracuse City School District has taken to fulfill the commitment required by SIG is outlined in a Memorandum of Understanding (MOU) between the Syracuse City School District and the Syracuse Teachers Association – Persistently Lowest Achieving (PLA) Agreement Cohort I, year 2, dated and signed on Monday April, 18, 2011. (See Attachment B)

Pursuant to USDE guidance, states must approve all applications for 2011-2012 SIG funding Under section 1003(g) of ESEA by July 31, 2011. Because the SIG transformation model is tied to implementation of New York State's teacher and principal evaluation law and regulations, the Department is requiring that school districts applying for SIG funding to implement the Transformation model in the 2011-2012 school year and school districts whose applications for such funding are approved by the Department provide the signed certifications described below.

(1) Certification required to be Submitted by April 30, 2011 as a Condition for Approval of SIG Grant

Please see the following page for a letter signed by Daniel G. Lowengard, Superintendent of Schools, Kevin Ahern, President, Syracuse Teachers Association, and Brian Nolan, President, Syracuse Association of Administrators and Supervisors agreeing to the conditions outlined below.

Together with its SIG application (which must be submitted to the Department no later than **April 30, 2011**), school districts seeking to implement the Transformation model must provide a document signed by the superintendent and the local teachers union leader, and where applicable a document signed by the superintendent and the leader of the union representing building principals, committing to the following:

By signing this document, the school district and its collective bargaining agent(s) hereby agree that, by no later than January 1, 2012, all new and/or existing collective bargaining agreements for classroom teachers and building principals assigned to schools in which the district is receiving §1003(g) funds to implement the Transformation model will be consistent with and/or amended and/or modified as necessary to require that, beginning in the 2011-2012 school year, all classroom teachers and building principals in such schools are evaluated in accordance with the provisions of Education Law §3012-c and Commissioner's regulations.

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(2) Certification Required to be Submitted by January 1, 2012 in Order For Subsequent Program Expenditures to be Approved.

Not Applicable at this time.

School districts that are approved for SIG funding to implement the Transformation model in the 2011-2012 school year must provide the Department with the following certification signed by the superintendent and the local teachers union leader, and where applicable a document signed by the superintendent and the leader of the union representing building principals. Please note that the failure of such districts to provide this certification to the Department by January 1, 2012 will result in disallowance and or disapproval of any program expenditures beyond January 1, 2012 until such time as the required certifications are in-place. Pending completion of this certification requirement, initial expenditures will be capped at up to twenty-five percent of approved award amounts. Failure to have the certifications in-place may also result in disapproval of subsequent years funding.

By signing this document, the school district and its collective bargaining agent(s) hereby certify that all new and/or existing collective bargaining agreements for classroom teachers and building principals assigned to schools in which the district is receiving §1003(g) funds to implement the Transformation model are consistent with and/or have been amended and/or modified as necessary to require that all classroom teachers and building principals in such schools are evaluated, beginning in the 2011-2012 school year, in accordance with the provisions of Education Law §3012-c and Commissioner's regulations.



Office of the Superintendent of Schools
725 Harrison Street
Syracuse, New York 13210
Phone (315) 435-4161

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Daniel G. Lowengard, Superintendent of Schools



Kevin Ahern, President, Syracuse Teachers Association



Brian Nolan, President, Syracuse Association of Administrators and Supervisors

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SECTION IV: DISTRICT SUPPORT OF PLA SCHOOLS UPDATE

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it related to district support of PLAs. In the second column, entitled *Summary of Year 1 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 2 Implementation*, please describe the actions that will be taken during the 2011-2012 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

- proceeding according to approved '09 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued.

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Brief description of each LEA-level approved '09 SIG Plan Activity (no more than one paragraph for each activity)	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
A District Office of School Reform (OSR) will be established.	The Office of School Reform was established with the Director of School Reform was appointed. She worked closely with the three PLA schools in monitoring their Redesign Plan and implementation of action steps for Year 1. Additionally, she worked closely with SED in the Office of Accountability responsible for PLAs, for JIT and SQR reviews and redesign planning for future identified PLA schools (oversight for all Tier I, II and III schools). Internal site visits were conducted in all schools in the fall and January as well as required SED monitoring visits (October and March).	The Office of School Reform will remain, although a new Director will be appointed due to retirement of the current Director.	Proceeding according to approved '09 SIG Plan
The District will implement a per-pupil school-based formula that is weighted based on student needs.	The Deputy Superintendent for Curriculum, Instruction and Assessment has coordinated District Budget funds with our Funded Program funding to ensure PLA schools are receiving all of the identified financial supports they have identified for meeting the needs of their student populations to increase student achievement. Grants have been approved to financial add teacher incentives through the Teacher Incentive Grant; a Small Learning Community Grant, and High School Graduation Initiative Grant.	The Deputy Superintendent for Curriculum, Instruction and Assessment will be responsible for budgets for instructional school day as well as all grants and funded program applications and budgets, so increased coordination and targeting of funds to meet the needs of low performing schools will be prioritized and monitored. (transportation, Say Yes afterschool and support programs, EL contract and support at Delaware, additional staff for Hughes as it adds grade 8, Talent Development Program and coaches at Fowler, credit recovery staffing and contract with Plato for Fowler, GED program established for Fowler ELL students who are 18 or turning 18)	Proceeding according to approved '09 SIG Plan
Each PLA was allowed to establish its extended day requirement for	Delaware- has an extended hour of the school day for instruction. In September, due to	Flexibility for scheduling extended day programming to meet the needs of	Proceeding according to approved '09 SIG Plan

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<p>both teacher professional development and extended tutorial/instructional time with students.</p>	<p>delayed startup until October 18, 2010, they used this time for targeted professional development in Expeditionary Learning and SIOP and in implementation of the new Treasures Reading Series. Hughes- partnered with the Dunbar Center for the extended school day program. In January, the intermediate grade teachers noted that students required additional tutorial time, so the 5th and 6th grade teachers established a half hour tutorial time in the morning for their students. Fowler- tutorial and intervention periods were included during the student scheduled day, and the 6th block of teaching was finalized through MOU with the District and union to provide this targeted support for students.</p>	<p>students will continue and will be determined by building administration and the SLT of each building who must then coordinate their plan with their respective directors, transportation and the Say Yes Program Director. Schedules are being coordinated to maximize and provide increased instructional time for students during the school day, before and after school programming and during summer (Urban Teacher Calendar) school.</p>	
<p>The District will provide technical assistance to PLA schools.</p>	<p>In addition to regular monitoring of PLA schools by the Director of School Reform and of scheduled site visits by a district team who follow up with feedback and a report, district Directors and coordinators have been assigned to the PLA schools for targeted support in all Redesign major finding areas. Therefore, support in ELA and mathematics is provided by the respective district coordinators; special education department personnel monitor the implementation of their program, the parallel curriculum in high schools, and intervention implementation in all schools (specifically, the Wilson program)</p>	<p>Site reviews will be scheduled by the Director of School Reform to monitor implementation of the Redesign Plan action steps to increase student achievement. Regular walk-throughs will take place by the Director of High Schools, Director of Curriculum and Staff Development and the Director of School Reform with content field coordinators and other district directors called in for consultation or deployment of their respective staff for support of identified areas of need to fulfill Redesign Plan goals and action steps.</p>	<p>Proceeding according to approved '09 SIG Plan</p>
<p>The District will develop an evaluation system for teaching staff for implementation July 1, 2011</p>	<p>The District Model for Practitioner Committee has been meeting since November to establish a system aligned with SED regulations for evaluation of teachers and principals. The teachers and administrators will each have a 100 point APPR system that includes the state (20%) and local (20%) assessments that outline expectations in every area required by regulation to be evaluated. We have also developed internal district benchmark tests that</p>	<p>The District evaluation process will be implemented as of July 1, 2011 in compliance with SED regulation and PLA requirements.</p>	<p>Proceeding according to approved '09 SIG Plan</p>

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	will continue to be used to monitor student growth and performance during the school year.		
The District will provide timely access and reliability of data by developing a Data Dashboard to make student data readily available to all staff so as to inform instruction	The District Data Dashboard was developed and went live for all staff to use as of March 2011. This system will continue to be expanded to include all benchmark interim assessments, so teachers can access this data, and use it to track individual student, grade level, building and district achievement performance.	Each teacher will be expected to use this Data Dashboard by imputing required data and by regularly monitoring the achievement data and performance of his/her own students and those	Proceeding according to approved '09 SIG Plan
The District will provide/support job-embedded professional development in Sheltered Instructional Observation Protocol (SIOP), Collaborative Coaching (CCL), Formative Assessment (FA), Positive Behavioral Interventions and Supports (PBIS), Talent Development and Expeditionary Learning.	Professional Development district trainers provided professional development in SIOP for all three PLA schools with follow-up implementation coaching and support; Formative Assessment training was provided at varying levels in the 3 PLA schools. Fowler has spent extensive time and focus on Formative Assessments, with Hughes and Delaware focusing more on this area in Years 2 and 3. Hughes has established CCL model classrooms, and the entire building is scheduled for regular CCL sessions; Fowler and Delaware have some teams established who have begun initial CCL implementation but will extend to build capacity in Years 2 and 3. PBIS systems have been established in all three PLA schools and have been implemented with regular committees established to review disciplinary data and to make adjustments internally to reduce behavioral issues. All three schools will continue to plan next year for inclusion of student incentives to encourage positive behaviors. Fowler has Talent Development Teams firmly established in grades 9 and 10. Delaware has full implementation of Expeditionary Learning with the implementation of Crew teams positively impacting building culture and behaviors.	PLA schools will maintain their coaches for professional development and coaching support. Coaches, working with administration and the SLT, will establish a Master Schedule for PD in the building that allows for differentiated support for staff. They will also be responsible for facilitating data meetings where student performance data is individually, horizontally and vertically maintained and analyzed for the building. All schools will be implementing and receiving feedback on the fidelity and quality of professional development transfer to the classroom so as to improve teaching and learning in all classrooms. The vehicles used for observing and providing this feedback is expansion of the district CCL model for grade level and department teams to visit each other's classrooms and to provide targeted feedback to improve instruction in the classroom and at the grade/department levels. Additionally, internal SLT site visits to classrooms as they monitor the PLA plan implementation and daily walk-throughs by building administration will provide feedback for scheduled data and status meetings as well as for providing	Proceeding according to approved '09 SIG Plan

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		individual teacher assistance. At the District level, the Director of School Reform will coordinate regular external site review visits and SED monitoring visits to give continuous feedback to the schools on observed progress and implementation of the Redesign Plan. The hire and implementation of the Race to the Top required network teams and inquiry teams will be assigned to PLA schools for the purpose of supporting the analysis of data and use to inform instruction, the CCL model for internal review and monitoring of teaching and learning and additional professional development support for the building.	
The District will provide additional technology for instructional use, professional development and as an incentive.	Smartboards, laptops, netbooks, projectors, flex cams, digital cameras, and printers were purchased with professional development provided in the use of this technology.	Training will be provided as needed for the continued use of the purchased technology, and also considerations will be made for year 2 regarding further technology purchases that may need to be made to fully equip the building. A Network Telecomm. Technician will remain in the IT Department to provide technical assistance for these three PLA schools.	Proceeding according to approved '09 SIG Plan
Identify Partnerships to Support ELA schools	Say Yes and Community Partners have been established in all three school as noted in their respective sections of this application.	The District will continue to work with schools to find additional partners from the community, business and higher education institutions to work with our PLA schools.	Proceeding according to approved '09 SIG Plan
Strengthen Parent Involvement	The District Parent Partnership Office has been involved in working with Say Yes and the individual PLA schools PTAs to increase parent involvement, increase the number of school-parent connections and functions, and to increase communication between home and school.	The efforts this year will continue to increase the number of students involved in their school community and child's education.	Proceeding according to approved '09 SIG Plan
Increase the number of Attendance Assistants to work directly in PLA schools	The District hired and assigned the Attendance Assistants who have increased the number of students attending school regularly and also	Attendance Assistants will be retained and continue their work in the 2011-2012 school year.	Proceeding according to approved '09 SIG Plan

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	decreased the percentage of tardiness as a result of the role of the Attendance Assistants.		
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Transformation Model

Complete for **each** school receiving FY 2009 SIG funds to implement the Transformation Model.

School: Delaware Elementary
Grades Served: Pre-K-5

NCES#: 362859003852
Number of students: 401

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Transformation Model. In the second column, entitled *Summary of Year 1 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 2 Implementation*, please describe the actions that will be taken during the 2011-2012 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

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Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
Replace the principal who led the school prior to commencement of the transformation model	New Principal appointed at May 2010 School Board Meeting to start July 1, 2010. Milagros Escalera, Principal Kara Shore, Vice-Principal Eliezer Hernandez, Vice-Principal	Administration will continue assignment and implementation of Redesign Plan.	Proceeding according to approved '09 SIG Plan

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<p>Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and</p> <p>(2) Are designed and developed with teacher and principal involvement;</p>	<ol style="list-style-type: none"> 1. SCSD has a committee composed of administrators and teachers, including union presidents of both organizations, who are working in concert with SED and information provided regarding new regulations for principal and teacher evaluation. In addition to the 2011-2012 scheduled 7 PLA schools' implementation for the teacher evaluation process, the District received a Teacher Incentive Grant which will encompass 26 schools. Therefore, the District is planning to complete the design of the teacher evaluation system by July 1, 2011. 2. We previewed Data Dashboard in October, all administration were trained in January, and it went live for teaching staff March 1, 2011. 3. Administrators received netbooks in August and September and walk- throughs began. Walk-throughs and Observations/ Evaluations are ongoing 	<ol style="list-style-type: none"> 1. Teacher and principal evaluation systems will at least be piloted in the 2011-2012 school year if not fully implemented for all teaching staff. 2. All staff will be expected to use Data Dashboard to monitor and inform classroom instruction. The RTTT Network teams will assist in training and use of this data. 3. A schedule for administrative walk-throughs and weekly debriefings by the administrative team will be established for the 2011-2012 school year to monitor 	<ol style="list-style-type: none"> 1. Proceeding according to approved '09 SIG Plan 2. Proceeding according to approved '09 SIG Plan 3. Proceeding according to approved '09 SIG Plan

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Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	<p>4. Data Meetings held September 25, 27-28, 2010. Dec. 6,7, & 8 2010; February 7-10 & 14-18, 2011; March 4,9,14.15, 2011</p>	<p>implementation of the Redesign Plan, including effective implementation of professional development. Additionally, teachers will be provided specific feedback through electronic teacher/administrator reflective journaling. iTouch appliances will be purchased, so administrators will have a new APPR software application to collect data on instructional practices during walkthroughs to use during instructional conferences.</p> <p>4. Data meetings will be scheduled for the 2011-2012 school year with quarterly meetings of teachers and administration to review data gathered from weekly data meetings facilitated by building Instructional Support Teachers (Literacy Coaches). Goals will be set for each teacher for the 2011-2012 school year based on the 2010-2011 year's student performance data. Individual Professional Growth</p>	<p>4. Proceeding according to approved '09 SIG Plan</p>

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	<p>5. Teacher performance reviews held and are ongoing: October, January, March, May 2011. If goals are not met, performance will lead to the progressive contractual process of Assistance Plan, Corrective Action Plan, transfer or dismissal.</p> <p>6. Instituted a system for measuring changes in instructional practices resulting from professional development. CCL implemented and dialoguing through team meetings and individual meetings – have begun scheduling teacher classroom visitations.</p> <p>7. Currently dialoguing through individual & team meetings.</p> <p>8. Weekly hour-long data meetings adjusted to allow for PD and</p>	<p>Plans will be linked to this and the Redesign Plan goals. The RTTT Network Team will work with the administrative team and SLT to analyze data and develop benchmark assessments.</p> <p>5. Teacher performance reviews will be scheduled the same as this year with same procedures in effect.</p> <p>6. A system for measuring changes in instructional practices resulting from PD will be implemented with CCL in full implementation for teachers to monitor these practices. A Teachscape video camera will be used for self reflection and CCL.</p> <p>7. Administration will schedule and regularly attend team meetings and schedule individual meetings as required to monitor Redesign</p>	<p>5. Proceeding according to approved '09 SIG Plan</p> <p>6. Proceeding according to approved '09 SIG Plan</p> <p>7. Proceeding according to approved '09 SIG Plan</p>

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Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	<p>meetings with EL consultants.</p> <p>9. Data dashboard prototype established, and training provided.</p>	<p>implementation.</p> <p>8. Weekly hour-long data meeting schedules will include time for PD and meeting with EL consultants.</p> <p>9. Administration and staff will use the Data Dashboard to monitor student achievement and to inform instruction on a regular basis. RTTT Network Teams will assist in training and use of this data.</p>	<p>8. Proceeding according to approved '09 SIG Plan</p> <p>9. Proceeding according to approved '09 SIG Plan</p>
<p>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p>1. Memorandum of Understanding between Administrators' Union and District in place for Principal \$5,000 stipend to be granted for demonstrated success in implementing Redesign Plan and increasing student achievement.</p> <p>2. Teachers' compensation based on participation began in August 2010 with 6 days of EL professional development. Extended day for staff began</p>	<p>1. The stipend for principal leadership in school transformation will increase to \$10,000 based on the TIF grant research. Stipend will be award based on performance.</p> <p>2. Teacher compensation for professional development and extended school day events will remain in effect in 2011-2012 school year.</p>	<p>1. Proceeding according to approved '09 SIG Plan</p> <p>2. Proceeding according to approved '09 SIG Plan</p>

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	<p>September 2010 with compensation.</p> <p>3. Extended instructional began as of October 18, 2011.</p> <p>4. Staff incentives began: holiday celebrations, drawings, etc.</p> <p>5. Coaches, 2 teachers and principal attended EL Conference in Rochester in Oct. 2010. K and 5th Grade Teams visited EL Model School in March 2011. Principal attended EL National Conference in March 2011.</p> <p>6. SLT – Full membership in place.</p>	<p>3. Extended instructional hour will continue for next year.</p> <p>4. Staff incentives will be provided incentives as this year.</p> <p>5. Continued EL Conference attendance and collaboration with EL schools will continue.</p> <p>6. SLT membership and team to continue.</p>	<p>3. Proceeding according to approved '09 SIG Plan</p> <p>4. Proceeding according to approved '09 SIG Plan</p> <p>5. Proceeding according to approved '09SIG Plan</p> <p>6. Proceeding according to approved '09 SIG Plan</p>
<p>Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or</p>	<p>1. SIOP Coach hired in summer 2010. SIOP PD provided to staff Sept. 2010 – ongoing PD with small teams throughout the months of Sept./Oct. 2010: 2 hour overview and grade level integration of skill with literacy coaches on regular basis.</p>	<p>1. SIOP Coach will continue to train and coach teacher effective implementation of SIOP as well as coordinating with other coaches on integrating other professional development and Redesign initiatives</p>	<p>1. Proceeding according to approved '09 SIG Plan</p>

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<p>differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</p>	<p>2. Oct. 20, 2010. Ongoing PD with grade level teams: Nov., Dec., Jan. Language targets identified.</p> <p>3. Some staff participated in new Reading Series, <u>Treasures</u>, professional development during summer 2010 – 1 week training. Delaware Literacy Coaches provided training in <u>Treasures</u> series for all other staff. Coaches are also providing ongoing PD in the integration of Exped. Learning, <u>Treasures</u>, and other content areas.</p> <p>3. CCL PD was provided in the following areas:</p> <ul style="list-style-type: none"> • EL • SIOP • Formative Assessment • PBIS (PBIS is ongoing with full roll out ready in March 2011) • Data Analysis <p>4. Staff established Collaborative Coaching Structures for classroom visitations.</p>	<p>2. Establish a year-long professional development master schedule which is differentiated to meet the needs of staff and which is required for full implementation, including job-embedded focus.</p> <p>3. Continue supporting <u>Treasures</u> implementation through grade level team and individual teacher professional development</p> <p>4. Professional development support for implementation and evaluation for effectiveness will continue in the 2011-2012 school year in EL, SIOP, FA, PBIS, data analysis and use of data to inform instruction.</p> <p>5-6. Continue use of CCL structure for teacher reflection</p>	<p>2. Proceeding according to approved ‘09 SIG Plan</p> <p>3. Proceeding according to approved ‘09 SIG Plan</p> <p>4. Proceeding according to approved ‘09 SIG Plan</p> <p>5. Proceeding according to approved ‘09 SIG Plan</p>

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	<p>5. EL established model whereby collaborative coaching structure is enhanced.</p> <p>6. Tier 2-4 Interventions identified and currently being implemented (began Oct. 4,2010):</p> <ul style="list-style-type: none"> • Fast ForWord • Wilson Reading, • Just For Words • Read Naturally • 6&1 Writing (PD) <p>7. ESL Teachers along with SIOP Coach created and implementing plan for all ELL students. Expectations for ELL instruction have been raised and instructional redesign is in place along with scheduling to allow for implementation.</p> <p>9. Coaches began the planning and</p>	<p>and observation of each other’s practices. Teachscape video cameras will be purchased to assist with observation and reflection on individual teacher practice.</p> <p>7. Professional development provided in implementing and monitoring effective first time Core Classroom instruction (Tier 1) and in the Tier 2-4 interventions (RtI) and monitoring student progress. Because of the District fiscal situation, 2 teachers and six teaching assistants have been added to the PLA budget to be able to deliver this intervention with fidelity, implementing with the time and frequency required for student growth in literacy and math.</p> <p>8. ESL instructional design and scheduling will be implemented, monitored, adjusted and evaluated for effectiveness in meeting needs of the ELL students.</p>	<p>6. Proceeding according to approved ‘09 SIG Plan</p> <p>7. Proceeding according to approved ‘09 SIG Plan</p> <p>8. Proceeding according to approved ‘ 09 SIG Plan</p> <p>9. Proceeding according to</p>

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	<p>establishing integrated curriculum maps incorporating the EL structures/strategies in August & September which are currently being implemented</p>	<p>9. Curriculum integration and planning will continue this year incorporating EL structures into curriculum maps. Additionally, coaches will unpack the NYS Common Core State Standards in ELA and mathematics, Literacy Across the Content Areas and College and Career Readiness with all staff. These will be included in the curriculum mapping this year and expected full implementation and monitoring of these standards will commence in 2011-2012.</p>	<p>approved '09 SIG Plan</p>
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. Use data to identify and implement an instructional program that is</p>	<ol style="list-style-type: none"> 1. Netbook purchases were changed to laptops so that they could also be used in classrooms. Teachers have received laptops and all classrooms have SMART BOARDS. All technology installed by Nov./Dec. 2010. 2. Netbooks ordered for Coaches. 3. October & November field studies funded and scheduled. 	<ol style="list-style-type: none"> 1. -2. Technology will be utilized in classroom instruction to build background knowledge, motivate and engage students and provide curriculum integration and coordination of instruction. This use and effectiveness will be monitored through walk-throughs with feedback provided regarding effective use. 3. Field studies for the 2011-2012 school year will be identified, 	<ol style="list-style-type: none"> 1. Proceeding according to approved '09 SIG Plan 3. Proceeding according to approved '09 SIG Plan

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<p>research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</p>	<p>Field studies funded and scheduled: Dec.- April.</p> <p>4. Forms completed and submitted - compensation scheduled for Oct. 2010. Staff compensated for summer PD.</p> <p>5. Meetings Scheduled during AM's 7:25-7:55 (included in Master Schedule) and is ongoing. Other embedded PD scheduled and ongoing through June 2011</p> <p>6. A per-pupil school-based budget formula that is weighted based on students needs is in place</p>	<p>scheduled and funding encumbered in September 2011.</p> <p>4. Staff compensation to continue for extended school day, summer UTC and additional professional development for 2011-2012.</p> <p>5. Establish 2011-2012 meeting schedule to be included in Master Schedule and distributed to staff in August/Sept. 2011.</p> <p>6. Continue per pupil school-based budgeting formula that is weighted for student needs.</p>	<p>4. Proceeding according to approved '09 SIG Plan</p> <p>5. Proceeding according to approved '09 SIG Plan</p> <p>6. Proceeding according to approved '09 SIG Plan</p>
<p>Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>1. Data Dashboard prototype in place.</p> <p>2. Assessments began September 2010.</p>	<p>1. All staff is expected to use the Data Dashboard to monitor the performance and achievement of their students and to be able to track vertical achievement levels within the Delaware building. The RTTT Network Team will assist in using this data.</p> <p>2. Building and District assessments and schedules for implementation, reporting, and data analysis will</p>	<p>1. Proceeding according to approved '09 SIG Plan</p> <p>2. Proceeding according to approved '09 SIG Plan</p>

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	<p>3. Assessment /Data Analysis meetings with staff began Sept. 2010. Ongoing - Data Meetings also held in Dec. 2010 and Feb. 2011. Meetings held for data analysis progress Monitoring (DIBELS, Acuity, benchmark tests) PD meetings held in Sept., Nov., Jan., & Feb. Other meetings scheduled for March, April and June 2011.</p> <p>4. Formative Assessment as part of EL PD begun August 2010. Exped. Learning PD in Formative Assess. Expected in every classroom.</p> <p>5. SLT subcommittee on Student Discipline's first meeting scheduled Oct. 2010. SLT members aided in identifying specific students whose behaviors required immediate interventions. Administrators and staff</p>	<p>be developed and distributed to staff in August/September.</p> <p>3. Scheduled assessment/data analysis meetings will be conducted quarterly with administration to identify student achievement progress or issues in September, November, January, March, May. Specific meeting alterations based on District assessment testing schedule or data availability will be made as needed. Data from RTTT Network Team will assist in targeting student supports.</p> <p>4. Formative Assessment will be monitored and evaluated as an expected and implemented practice in all planning and instructional delivery to check for understanding and to inform future instruction.</p> <p>5. SLT, the discipline subcommittee and administration will meet at regularly scheduled times to review building discipline referrals and infractions and to develop behavioral plans or</p>	<p>3. Proceeding according to approved '09 SIG Plan</p> <p>4. Proceeding according to approved '09 SIG Plan</p> <p>5. Proceeding according to approved '09 SIG Plan</p>

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	<p>reconfigured general and special education programming to address these interventions. Regular parent communication and partnering has been established.</p> <p>6. Five staff voluntarily attending additional PBIS training offered by BOCES in Jan. 2011. The PBIS coach was on staff Oct. 4, 2010 and provided PD to all staff. PBIS Coach avails herself for Professional Development taking place in the school. PBIS team trained by PBIS Coach. Weekly PBIS meetings established and ongoing. Staff developed PBIS Matrix - full rollout for March 2011.</p> <p>7. TA subs hired and are in place. New TA subs hired to replace those on long term assignments.</p> <p>8. Looping continues to be explored and evaluated for effective implementation.</p>	<p>interventions to address the needs of students. PBIS Matrix will be utilized.</p> <p>6. Targeted professional development will be provided as needed to support staff and students in classrooms where student behavior is an issue. Additional teaching assistants in grant will allow for small guided group in class, Tier 2 interventions and assist in minimizing behavioral issues that prevent instruction.</p> <p>7. TA subs will continue to be used for job-embedded professional development, data analysis meetings, etc. to provide continuous instruction to students.</p> <p>8. A decision will be made regarding looping implementation for the 2011-2012 school year in June 2011.</p>	<p>6. Proceeding according to approved '09 SIG Plan</p> <p>7. Proceeding according to approved '09 SIG Plan</p> <p>8. Proceeding according to approved '09 SIG Plan</p>

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<p>Establish schedules and strategies that provide increased learning time</p>	<ol style="list-style-type: none"> 1. Due to transportation issues, the after school one hour extension to provide additional instruction time to students in grades K-5 did not begin until October 18, 2010. Partnering exists with the YMCA for implementation. Two hours after school academic and enrichment programming (1 hour extended day instruction, 1 hour enrichment) is in place 2. Expeditionary Learning Program, Crew component, was in place – Sept. 2010 3. Full day kindergarten and Pre-k al in place 	<ol style="list-style-type: none"> 1. Clear planning and confirmation of the extended school day schedule will be established in June 2011 and communicated as such to all students, parents and school staff for commencement in September or October 2011. 2. Expeditionary Learning Program’s crew component will be in place in Sept. 2011 and will provide a framework for instruction during the year. 3. Pre-K and full day kindergarten screening and scheduling will be in place for Sept. 2011, and will commence for the following year in April 2012. 	<ol style="list-style-type: none"> 1. Proceeding according to approved ‘09 SIG Plan 2. Proceeding according to approved ‘09 SIG Plan 3. Proceeding according to approved ‘09 SIG Plan
<p>Provide ongoing mechanisms for family and community engagement</p>	<ol style="list-style-type: none"> 1. Parent Liaison hired and in place August 2010. Open House held on Oct. 6, 2010 (200 parents & families). Parent Partnership liaison and Say Yes teaming to 	<ol style="list-style-type: none"> 1. The Parent Liaison will continue to coordinate all family involvement events, develop an active PTSA and to work closely with the District parent 	<ol style="list-style-type: none"> 1. Proceeding according to approved ‘09 SIG Plan

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	<p>target available supports.</p> <p>2. E-School introduction at parent meetings and PD being established. Surveys completed during Open House. Parent Meetings held in Nov. (Parent/Teacher Conferences) Parent Advisory Meetings held: Dec. 2010, Jan, Feb. 2011. Parent Meetings and Events scheduled for March, April, May and June 2011.</p> <p>3. Monthly/quarterly learning celebration held :</p> <p style="padding-left: 40px;">9/1/10 – Parent Orientation and 10/6/10 – Open House 10/27/10- Burger King Fund Raiser 11/9 & 12/10 – Parent / Teacher Conferences 12/6-10/10 – Holiday Shop 12/9/10 – Family Fun Night 2/14/11- Visit Your Child in</p>	<p>Partnership Network and Say Yes to Education staff to improve home-school communication and involvement. A calendar of events, times and places should be provided to families in August/Sept. 2011.</p> <p>2. Continue with communication of e-school and how to access student and school information through the District and building websites.</p> <p>3. A master schedule for all parent and family involvement activities per month/quarter will be established and communicated to parents no later than Sept. 2011.</p>	<p>2. Proceeding according to approved '09 SIG Plan</p> <p>3. Proceeding according to approved '09 SIG Plan</p>

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	<p>School 3/22/11 – Medicaid Rollout Contest along with “SY” 3/31/11- Parent Information Meeting scheduled Parents also invited to Community Meetings and special classroom events 4/13/11- Spaghetti Dinner 4/14/11- Parent/Teacher Conferences 5/19/11-Radio/Disney Family Fun Night 5/26/11-Evening Spring Concert 6/9-10/11-School Carnival</p> <p>4. Attendance Assistant hired in September to work with students and families on increasing student attendance.</p>	<p>4. The Attendance Assistant will collect and monitor student attendance data and work with students and families to improve student attendance, including a decrease in school tardiness.</p>	<p>4. Proceeding according to approved ‘09 SIG Plan</p>
<p>Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to</p>	<p>1. Ongoing – worked with existing SLT members. SLT members in place Nov. 2010. Monthly</p>	<p>1. The SLT will be in place and take an active role in monthly meetings of monitoring the progress in the</p>	<p>1. Proceeding according to approved ‘09 SIG Plan</p>

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implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	meetings established.	Redesign Plan and also in monitoring student achievement and looking at evidence of student work. These should be standing agenda items at each monthly meeting and serve as the main role of this joint governance team.	
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	<ol style="list-style-type: none"> 1. Office of School Reform established and regular district supports in place. Oct. Site Review cancelled due to Concurrent NYS ED Site Visit. District Administrators conducting weekly site visits. Two subsequent site reviews have been scheduled throughout the school year. SCSD Site Review held Nov. 9, 2011. 2. Director of School Reform has begun weekly visits (Sept./Oct. 2010). Ongoing 	<ol style="list-style-type: none"> 1. The Director of School Reform will coordinate with other Directors and district personnel to establish regular weekly site visitations and site reviews to provide feedback and monitoring of the Delaware Redesign Plan and increased student achievement. 2. The Director of School Reform will coordinate SED visits for monitoring Redesign Plan implementation and student achievement progress. 	<ol style="list-style-type: none"> 1. Proceeding according to approved '09 SIG Plan 2. Proceeding according to approved '09 SIG Plan
If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality	<ol style="list-style-type: none"> 1. Peaceful People in place August 2010. The director of Peaceful People participated in summer EL professional dev. & is in the school providing services for students 3 days per week. She is partnering/coordinating services 	<ol style="list-style-type: none"> 1. The Peaceful People partnership will continue and be scheduled for the upcoming school year, working closely with the PBIS coach, administration and building committee. 	<ol style="list-style-type: none"> 1. Proceeding according to approved '09 SIG Plan

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	<p>with PBIS Coach.</p> <p>2. School-based Health clinic partnership with Syracuse Community Health Center - Ongoing</p> <p>3. Parents currently enrolled in GED Program – teachers signed up parents during Open House on Oct. 6, 2010.</p> <p>4. Renewed and ongoing partnership with Brown Memorial Church and St. Lucy’s Church</p> <p>5. Renewed with Syracuse University (literacy tutors, uniform program donation); SUNY Oswego (SMART Program – ESL students & campus visitation for Delaware students); Onondaga Community College (Special Education Program)</p> <p>6. Westside Tomorrow’s Neighborhoods Today (TNT) meetings re-established for current school year.</p>	<p>2. The School-based Health Clinic will continue to partner to meet the needs of students and their families.</p> <p>3. Delaware will continue to offer the GED Program for families and encourage this educational diploma for parents in the Delaware community.</p> <p>4. Continue partnership with these faith establishments.</p> <p>5. Continue partnerships that provide additional tutors, mentors and supports for Delaware students and families.</p> <p>6. Administration will attend the local TNT meetings to build community culture and support for Delaware.</p> <p>7. Partnerships have allowed</p>	<p>2. Proceeding according to approved ‘09 SIG Plan</p> <p>3. Proceeding according to approved ‘09 SIG Plan</p> <p>4. Proceeding according to approved ‘09 SIG Plan</p> <p>5. Proceeding according to approved ‘09 SIG Plan</p> <p>6. Proceeding according to approved ‘09 SIG Plan</p> <p>7. Proceeding according to</p>

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		Delaware to implement its uniform initiative; continue this partnership with Syracuse University	approved '09 SIG Plan

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Transformation Model

Complete for **each** school receiving FY 2009 SIG funds to implement the Transformation Model.

School: Fowler High School
Grades Served: 9 – 12

NCES#: 362859003861
Number of students: 1154

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Transformation Model. In the second column, entitled *Summary of Year 1 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 2 Implementation*, please describe the actions that will be taken during the 2011-2012 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

- proceeding according to approved '09 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the activity has been delayed or discontinued.

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
Replace the principal who led the school prior to commencement of the transformation model	1. Principal remained, as he was employed less than two years at the start of the redesign process. Jim Palumbo – Principal	1. Principal will remain to implement Redesign initiatives and monitor student achievement.	1. Proceeding according to approved '09 SIG Plan
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--	1. SCSD has a committee composed of administrators and teachers, including union presidents of both	1. Teacher and principal evaluation system will at least be piloted in the 2011-2012 school year per	1. Proceeding according to approved '09 SIG Plan

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<p>(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and</p> <p>(2) Are designed and developed with teacher and principal involvement;</p>	<p>organizations who are working in concert with SED and information provided regarding new regulations for principal and teacher evaluations. In addition to the 2011-2012 scheduled seven PLA schools implementation of the teacher evaluation process, the District received a Teacher Incentive Grant which will encompass all schools. Therefore, the District is planning to complete the design of the teacher evaluation system by July 1, 2011.</p> <p>2. The “Data Dashboard” was introduced to administrators in January and went live for all teaching staff on March1, 2011.</p> <p>3. Seventeen staff currently registered for Take One program. Additional staff is being recruited</p>	<p>SED regulations.</p> <p>2. Administration and staff will receive additional training and will use Data Dashboard to monitor and inform classroom instruction.</p> <p>3. Teachers will be supported in finishing Take One and in follow up implementation of best practices. A second group of Take One participants will be recruited, and all Take One staff will be encouraged to complete National Board Certification.</p>	<p>2. Proceeding according to approved '09 SIG Plan.</p> <p>3. Proceeding according to approved '09 SIG Plan</p>

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	<p>4. "Walk-through" procedures have been implemented by administration to monitor teaching and learning.</p> <p>5. SUPA, AP, and ESF courses have been scheduled for students. Career exploration and internship opportunities are in development. Our Career Specialist position was unexpectedly cut in August. The Syracuse City School District received a Smaller Learning Communities Federal Grant enabling Fowler to regain the Career Advisor position this spring. Planning and partnerships were</p>	<p>4. Administrative walk-through schedules will be established to monitor teaching and learning with focus on professional development implementation in the classroom, use of data to differentiate instruction and provide re-teaching. iTouch appliances will be purchased for all administrators and will have a new APPR software application so administrators can collect data on instructional practices during walkthroughs to use during instructional conferences.</p> <p>5. More students will be encouraged by guidance counselors and the Career Specialist to participate in college and career exploration/ internships in an effort to decrease drop-outs and increase graduation rates. Student progress in these areas will be monitored. Fowler High School is anticipating an enrollment target for advanced classes during year 2 of 270 students or 23% of our total enrollment (calculated using</p>	<p>4. Proceeding according to approved '09 SIG Plan</p> <p>5. Proceeding according to approved '09 SIG Plan</p>

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	<p>established this year by this Specialist to commence internship opportunities in the upcoming school year. Current enrollment in advanced classes for the 2010-2011 year was 224 students or 19% of our total enrollment. Courses included Advanced English, AP World, AP US History, SUNY ESF Global Science, SUPA Biology, SUPA Forensics, College Accounting, and Principals of Information Systems.</p> <p>6. Administration has conducted quarterly data meetings; 9th and 10th grade Talent Development Teams met weekly during common planning time, and with TD coach facilitation, to monitor student academic growth.</p>	<p>current enrollment during year one). This is an increase of 46 students from year one of the grant. In an effort to increase the advanced course offerings, we are recruiting teachers for two additional courses, SUPA Psychology, and SUPA Sociology for a potential increase of an additional 50 students. The Small Learning Community Career Advisor will facilitate and monitor at least 10 student internships in the 2011-2012 school year.</p> <p>6. Administration and departments/grade level teams will meet quarterly for status meetings to analyze student data on benchmark assessments, unit tests, collect evidence of student work and to identify curricula or instructional foci required to meet the needs of all students. Attention will be given to students who are not on track to graduate or those who are not meeting grade proficiency levels. 9th and 10th grade Talent Development</p>	<p>6. Proceeding according to approved '09 SIG Plan</p>

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	<p>7. Peer observations and CCL were also used to provide feedback and to improve instructional practices</p> <p>8. Some benchmarks have been implemented within core</p>	<p>Teams will meet weekly during team planning time, with TD coach facilitation, to monitor student growth and instructional needs. Such meetings – findings and action steps will be recorded and reviewed with the building principal monthly. Additionally, each teacher will set a target for increased student achievement during the administrative Individual Exchange Conference. The RTTT Network Team will work with the administrative team and SLT to analyze data, including benchmark assessments.</p> <p>7. Peer observation, CCL, SLT, internal site visits and district visits will be scheduled to monitor and inform instruction regarding teaching and learning. A Teachscape video camera will be used for self reflection and CCL.</p> <p>8. Benchmark development and implementation, analysis of data and plans to address data findings</p>	<p>7. Proceeding according to approved '09 SIG Plan</p> <p>8. Proceeding according to approved '09 SIG Plan</p>

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	<p>departments; others are being developed. Additionally, we have developed and implemented detailed progress monitoring as part of the instructional assessment process through the Formative Assessment.</p>	<p>will be structured and operationalized in the 2011-2012 school year that includes consistent expectations and processes with the support of the RTTT Network Team.</p>	
<p>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<ol style="list-style-type: none"> 1. All teachers taught six instructional sections and were compensated 1/6 of their salary for taking on this responsibility. This was a contractual item negotiated through the SCS and STA. 2. The principal \$5,000 stipend to be awarded for demonstrating success in school transformation efforts 	<ol style="list-style-type: none"> 1. The 6th class offering will be assessed and continuation of the 1/6 will be determined by July 1, 2011 for selected teachers based on performance and need. Initiate mini grants, evaluated by the School Leadership Team (SLT), for teachers to support classroom instruction up to \$2000. Technology based incentives will provide grants up to \$1000 for Unit 1 based on meeting defined goals for student performance in academics. 2. The stipend for principal leadership in school transformation will increase to 	<ol style="list-style-type: none"> 1. Proceeding according to approved '09 SIG Plan 2. Proceeding according to approved '09 SIG Plan

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	was denied by the principal who feels the funds should be redirected to support instruction.	\$10,000 based on the TIF grant research. Stipend will be awarded based on performance.	
Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;	<p>1. A Staff development schedule was developed for 2010-2011 school year. All professional development was planned by the principal and staff with consultation from the Directors of Curriculum and Staff Development and School Reform, core content coordinators and SLT's Professional Development Committee. Formative Assessment, SIOP, PBIS, Peer Coaching, Take One! and CCL professional development commenced. All teachers received 3-day and follow up PD for formative assessment beginning in August 2010. SIOP (24 hours this year and the remaining 6 hours in the fall), PBIS and CCL professional development have all been initially provided, but initiatives are at differentiated levels of implementation.</p> <p>2. Fowler used four Superintendent's</p>	<p>1. A master professional development schedule will be developed for the 2011-2012 school year to ensure all staff receives the differentiated and targeted professional development and support necessary for full and successful implementation of formative assessment, SIOP, PBIS, Peer Coaching, Take One! and CCL. This year the budget will include an additional TA sub to provide professional development and CCL implementation for at least three teachers to collaborate at a time. A professional development schedule for the year will be designed Sept. 1 where all teachers will be involved in CCL, ongoing professional development implementation, and data meetings.</p>	<p>1. Proceeding according to approved '09 SIG Plan</p> <p>2. Proceeding according to approved '09 SIG Plan</p>

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	<p>days, eight half days, 5-10 days in the summer 2010 and between 40-80 hours after school for staff professional development. This has been implemented, however the contractual PD days have been revised per new calendar</p> <p>3. Paraprofessional have been included in targeted/horizontal PD</p> <p>4. Special education teachers have participated in training in content areas for prioritized curriculum.</p> <p>5. Six teachers participated in summer school CCL sessions. An additional seven teachers, across grade levels and content areas, participated during the school year focusing on student engagement with learning targets and success criteria. CCL training was implemented through pre-observation planning time, group observation and structured post-observation debriefing facilitated by district and building literacy coaches</p>	<p>2. Superintendent's Days, district half days and summer professional development will be included in the master schedule.</p> <p>3. Paraprofessional PD inclusion will continue.</p> <p>4. Special education and support staff will receive targeted PD in prioritized curricula.</p> <p>5. CCL will be expanded to include grade level, cross content and department CCL teams, and teachers will have access to use Teachscape video camera for CCL and self reflection provided with TIF funds.</p>	<p>3. Proceeding according to approved '09 SIG Plan</p> <p>4. Proceeding according to approved '09 SIG Plan</p> <p>5. Proceeding according to approved '09 SIG Plan</p> <p>6. Proceeding according to</p>

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	<p>6. Eleven teachers received training in Peer Coaching with the district teacher trainer at the Syracuse Teacher Center and teachers made observations in each others classrooms.</p> <p>7. Time for collaboration has been built into the school day through teaming in grades 9 and 10. In grades 11-12 collaborative planning and professional development have been scheduled after school.</p> <p>8. Seventeen teachers participated in Take One! Five teachers applied for a waiver.</p> <p>9. Added two content teachers to support ELL sections. Implemented with specific content teachers providing direct instruction</p>	<p>6. Peer Coaching will be available for teachers, especially at the 11th and 12th grades.</p> <p>7. The Literacy Instructional Coach will unpack the NYS Common Core State Standards in ELA and Mathematics, Literacy Across Content Areas and College and Career Readiness Standards with all staff for expected full implementation in planning and instruction during the 2012 – 2013 school year.</p> <p>8. The five teachers who applied for waivers will participate in Take One! in the fall. All other teachers will have the opportunity as well.</p> <p>9. These content teachers will continue instructional support to</p>	<p>approved '09 SIG Plan</p> <p>7. Proceeding according to approved '09 SIG Plan</p> <p>8. Proceeding according to approved '09 SIG Plan</p> <p>9. Proceeding according to approved '09 SIG Plan</p> <p>10. Proceeding according to</p>

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	<p>10. A standardized planning template was developed over the spring of 2010 with training implemented during the summer. The planning template includes success criteria, learning targets, checks for assessment, and reflective practice.</p> <p>11. Professional development committee initiated an internal site review as a means to assess the implementation of the components of formative assessment as a staff.</p>	<p>ELLs in math and ELA classrooms.</p> <p>10. The planning template will be revised through the professional development committee with teacher input for expected use and implementation in Sept. 2011.</p> <p>11. Future internal site reviews will be conducted in order to assess professional development initiative implementation.</p>	<p>approved '09 SIG Plan</p> <p>11. Proceeding according to approved '09 SIG Plan</p>
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>Use data to identify and implement an instructional program that is research-based and vertically aligned</p>	<p>1. Compensation was arranged for professional development beyond the school day up to 40 hours. In-service credit was also a contractual compensation for some coursework.</p>	<p>1. Compensation through extension of service payment or in-service credit will continue for professional development and team/department collaborative planning, data analysis, and benchmark design up to 20 hours in 2011-2012. Mini grants proposals to support classroom instruction will be offered to teachers for up to \$2000. Proposals will be reviewed and awarded by the School Leadership</p>	<p>1. Proceeding according to approved '09 SIG Plan</p>

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<p>from one grade to the next as well as aligned with State academic standards</p>	<p>2. Netbooks were delivered and distributed to staff. The Library Media Specialist (LMS) provided training. Moodle training for professional dialogue in initial stages.</p> <p>3. District supported the PLA schools in July 2010 by funding summer school and PD activities in July and August 2010.</p>	<p>Team (SLT). Technology based incentives that provide technology grants up to \$1000 for Unit 1 will be based on meeting defined goals for student performance in academics.</p> <p>2. Netbooks and Moodle will be expected to be used for communication and data access in 2011-2012.</p> <p>3. Through District and Funded Program budgets, PLA schools will continue to be supported in their identified needs to increase achievement to the extent possible.</p>	<p>2. Proceeding according to approved '09 SIG Plan</p> <p>3. Proceeding according to approved '09 SIG Plan</p>
<p>Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>1. Individual Learning Plans (ILP) were completed for grades 9 and 10. SCSD has implemented the Naviance School program and ILPs are now being revised to incorporate this system as a means to manage the plans.</p> <p>2. RtI has been embedded within the</p>	<p>1. Year two of the plan will have plans completed for grades 9-11. Grade 12 ILP's will be developed and expected use and implementation of Naviance will occur in 2011-2012.</p> <p>2. The 4-Tiered framework or</p>	<p>1. Proceeding according to approved '09 SIG Plan</p> <p>2. Proceeding according to</p>

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	<p>Talent Development Team meeting structure for grades 9 and 10. All teachers participated in professional development of RtI utilizing the SETRC representative.</p> <p>3. PBIS was developed and implemented. Attendance and behavioral data was tracked. We reduced the number of in-school suspensions this year, but want to reduce them further next year.</p> <p><u>In-School</u> 09-10 1065 events; 416 students 10-11 345 events; 177 students <u>Out of School</u> 09-10 438 events; 270 students 10-11 363events, 228 students</p>	<p>District RtI will be designed and implemented for all students, requiring level 2-4 assistance and interventions to be targeted, scheduled and monitored for maximizing student achievement gains. Data from RTTT Network Team will assist in targeting student supports.</p> <p>3. The PBIS/discipline/attendance and administration team will monitor student data for attendance, suspensions, disciplinary instructions, and establish action steps to address targeted areas. The addition of a dean will afford the opportunity for one dean to be in charge of 11th and 12th grades and the monitoring and implementation of the school's PBIS system and data. The dean who will be in charge of 9th and 10th grades will establish a school-wide Mediation system that includes training teachers and students so as to decrease the number of referrals and suspensions. Additionally the</p>	<p>approved '09 SIG Plan</p> <p>3. Proceeding according to approved '09 SIG Plan</p>

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	<p>4. All Talent Development components for grades 9 and 10 were implemented.</p> <p>5. Mentoring was implemented for grades 11 and 12 to support students based on data analysis and identified student needs. Adopt a senior program is in the second year of implementation.</p> <p>6. Fast ForWord was implemented. Targeted special education staff was trained in Wilson Reading.</p>	<p>PBIS team will continue to schedule incentive events, such as dances and individual recognition in 2011-2012. To increase attendance and to decrease disciplinary actions, the school will implement an Alternative Program to Suspension, and two teachers will work in this program.</p> <p>4. Talent Development Teams will continue in 2011-2012 and will monitor 9/10 achievement and behavioral data for their students.</p> <p>5. Student supports through mentoring and adopt a senior will continue.</p> <p>6. Fast ForWord and Wilson will continue as targeted interventions. Read 180 will be implemented. To provide these interventions, the Intervention Teacher and Literacy</p>	<p>4. Proceeding according to approved '09 SIG Plan</p> <p>5. Proceeding according to approved '09 SIG Plan</p> <p>6. Proceeding according to approved '09 SIG Plan</p>

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	<p>7. Project Based Learning initiatives have started in grades 10.</p> <p>8. Differentiated instruction techniques were utilized through FA and SIOP training.</p>	<p>Teacher Assistant have been added to the budget. Due to District budgetary cuts, the PLA monies will have to be used for us to provide the instructional interventions students need. With the use of the technology labs for interventions, the increased staff is required for implementation of the 4-Tiered district Framework for interventions.</p> <p>7. Project-based learning design and implementation will begin in grade 9,11,12 and continue in grade 10 with the focus on skill/content development, rigor and relevance to student learning. Due to budgetary constraints, the NJROTC Instructor position will be covered under this budget to support 90 to 100 students in the program.</p> <p>8. Differentiated instruction will be a focus for 2011-2012. School-wide professional literature: <i>Driven by Data</i> by Paul Brambrick-Santoyo. <i>Teaching with Poverty in Mind:</i></p>	<p>7. DELAYED</p> <p>8. Proceeding according to approved '09 SIG Plan</p>

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	<p>9. The template developed by the National High School Center was not utilized this year.</p> <p>10. Used SRI in grades 9-12 and GMRT/CTBS in grades 9-10, as well as item-analyses of Regents exams. Developed and implemented Progress Monitoring Tools. Benchmark exams were started in the core areas.</p> <p>11. Worked with SETRC to develop and implement a special education QIP Plan which provided a means to assess programming and the prioritized curriculum classes in the core content areas.</p>	<p><i>What being poor does to kids' brains and what schools can do about it</i>, by Eric Jensen, and <i>Developing Readers in Academic Disciplines</i> by Doug Buehl.</p> <p>9. We will not be using the National High School Center template. This will be replaced by the SCSD developed Data Dashboard.</p> <p>10. We will continue SRI and GMRT/CTBS; continue progress monitoring and benchmark exams aligned with Common Core Standards.</p> <p>11. We will continue with SETRC services and update QIP Plan accordingly.</p>	<p>9. Proceeding according to approved '09 SIG Plan</p> <p>10. Proceeding according to approved '09 SIG Plan</p> <p>11. Proceeding according to approved '09 SIG Plan</p>

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<p>Establish schedules and strategies that provide increased learning time</p>	<ol style="list-style-type: none"> 1. Length of school day was increased. 2. Additional staff hours were added. However, we were unable to go to a standard 4:10 work day due to funding. 3. Fast ForWord was implemented 4. Distance learning was not implemented as it is coordinated through multiple schools in the SCSD. Pod-casting was not 	<ol style="list-style-type: none"> 1. School day schedule will be changed to a four-block day. Based on NYS Audit team recommendation, we will create an alternative setting for students with poor class attendance and chronic behavioral issues who need a targeted academic program to experience success. This program will include alternative times, including day and afterschool. 2. Additional staff hour schedule continues. 3. Fast ForWord and Wilson will continue as targeted interventions to support students in reading and in classroom achievement, and Read 180 will be implemented. 4. Increased use of technology to increase student course opportunities will continue to be under exploration and 	<ol style="list-style-type: none"> 1. Proceeding according to approved '09 SIG Plan 2. Proceeding according to approved '09 SIG Plan 3. Proceeding according to approved '09 SIG Plan 4. Discontinued.

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	<p>established as other technology tools are being developed.</p> <p>5. The career inventory on Naviance for was used for students as a new means for career exploration.</p> <p>6. Our LMS facilitated training Castle Learning, Google Docs, Prezi, and Moodle. Teachers also participated in the ARRA grant to provide training in the use of SmartBoards and related instructional technology by two district technology trainers.</p> <p>7. Added two content certified teachers to co-teach in sheltered ELL classrooms.</p> <p>8. Instructional/Literacy Coach was hired.</p> <p>9. Seven additional SmartBoards and</p>	<p>development in 2011-2012 as will online and distance learning as part of our Next Generation Learning Grant.</p> <p>5. Information from Naviance will inform counselors and students in career exploration and will be utilized for further educational opportunities.</p> <p>6. These technology strategies will continue to increase and supplement classroom learning time.</p> <p>7. Fowler will continue employment of these positions to support Sheltered ELL Instruction.</p> <p>8. The Instructional(Literacy) Coach will provide teacher support and professional development, coaching and data analysis.</p>	<p>5. Proceeding according to approved '09 SIG Plan</p> <p>6. Proceeding according to approved '09 SIG Plan</p> <p>7. Proceeding according to approved '09 SIG Plan</p> <p>8. Proceeding according to approved '09 SIG Plan</p> <p>9. Delayed till Year 3</p>

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	<p>three laptop carts were purchased. Due to scheduled renovation this June, we could not purchase as much equipment as originally anticipated</p>	<p>9. Develop a plan to continue technology purchases and inclusion in the 2012-2013 year</p>	
<p>Provide ongoing mechanisms for family and community engagement</p>	<ol style="list-style-type: none"> 1. Attendance Assistant was hired to work with school staff and families to identify poor attendance and tardiness issues. This did not produce a significant difference in attendance or tardiness, with us still averaging 300-400 students with attendance issues. 2. Four report card conferences completed at grades 9 and 10 including students and parents to review report cards. 	<ol style="list-style-type: none"> 1. The position of Attendance Assistant will be discontinued. The additional Dean position will split the grade level responsibilities so one has grades 9 and 10 with PBIS implementation and monitoring responsibilities school -wide; the other will have grades 11 and 12 with the responsibility of establishing a Mediation Program school-wide. Both will manage attendance, making home contact; external health, legal and social-emotional program coordination; and supporting students in improving school attendance. 2. Parent conferences will continue for grades 9-10 to review report cards, and grade 11/12 college planning conferences will be scheduled. 	<ol style="list-style-type: none"> 1. Discontinued 2. Proceeding according to approved '09 SIG Plan

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	<p>3. Home Access was utilized, but there is limited high speed internet access for our families and community.</p> <p>4. The Red Cross Blood Drive was conducted.</p> <p>5. Social Worker position was implemented to promote timely and effective school-parent communication. 22seniors received intensive attendance support; 22 young women received family life counseling as teen mothers and also coordinated work with outside agencies; 20 students received confidential counseling; she facilitates counselor and social worker meetings to target families who have a history of absenteeism in an effort to coordinate interventions prior to high school; facilitates Big Brothers/sisters program; conducts</p>	<p>3. SLT will address alternative communication vehicles to assist parents in receiving student information when High Speed Access in not available.</p> <p>4. The Red Cross Blood Drive will continue as a community engagement/service project.</p> <p>5. The social worker will continue to counsel and conduct home visits and establish community support connections for students and families. The Deans will assist in home visits and improving attendance.</p>	<p>3. Proceeding according to approved '09 SIG Plan</p> <p>4. Proceeding according to approved '09 SIG Plan</p> <p>5. Proceeding according to approved '09 SIG Plan</p>

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	<p>social histories for special education students.</p> <p>6. The District's West sector Literacy Zone adult education program for Fowler parents was partially implemented due to pending renovation and limited space.</p>	<p>6. The school will increase the Literacy Zone Adult Ed. Program opportunities for parents once building renovations are completed.</p>	<p>6. Proceeding according to approved '09 SIG Plan</p>
<p>Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates</p>	<p>1. School schedules and 6th block schedules were implemented.</p> <p>2. Implemented a site-based summer school credit recovery program in the 4 core contents.</p> <p>3. Student support increased for students transitioning from MS to HS. Expanded Summer Bridge to include credit-bearing courses.</p> <p>4. Increased Enrichment opportunities were available for students through SUPA/AP courses.</p>	<p>1. School schedules will be established by July 1 for the upcoming school year, and 6th course will be utilized as needed.</p> <p>2. A school summer program will continue to support credit recovery and graduation.</p> <p>3. Transitional support programs for incoming 9th graders will continue to provide stronger performance levels upon entering Fowler in Sept. 2011.</p> <p>4. We will increase the number of students taking and successfully completing college level courses. NJROTC will continue with</p>	<p>1. Proceeding according to approved '09 SIG Plan</p> <p>2. Proceeding according to approved '09 SIG Plan</p> <p>3. Proceeding according to approved '09 SIG Plan</p> <p>4. Proceeding according to approved '09 SIG Plan</p>

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	<ol style="list-style-type: none"> 5. Summer support for ELLs implemented. 6. Hired Dean of Students 	<p>funding from the PLA Grant.</p> <ol style="list-style-type: none"> 5. Continue summer support for ELLs. 6. Deans of Students will work with administration; counselors, social workers and students to increase attendance and improve expected behavior and graduation rates. 	<ol style="list-style-type: none"> 5. Proceeding according to approved '09 SIG Plan 6. Proceeding according to approved '09 SIG Plan
<p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)</p>	<ol style="list-style-type: none"> 1. Office of School Reform was established at district level. 2. Director visited school team and facilitated SED monitoring visits. 	<ol style="list-style-type: none"> 1. Offices of School Reform, High School and Curriculum and Staff Development will schedule and coordinate regular building site visits and provide feedback and support for Redesign Plan Implementation. 2. Office of School Reform Director will facilitate SED monitoring visits 3. A School Implementation Manager (SIM) will be added to assume instructional data analysis and program implementation monitoring and evaluation for the building and will monitor facilitation and data collection on the Redesign Plan. 	<ol style="list-style-type: none"> 1. Proceeding according to approved '09 SIG Plan 2. Proceeding according to approved '09 SIG Plan

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<p>If external partners will be used to accomplish all or any of the actions described- recruit, screen, and select external providers to ensure their quality</p>	<ol style="list-style-type: none"> 1. We partnered with Syracuse University, ESF, Say Yes to Education, WCNY, and Hillside. The Ford Foundation grant application was not accepted. 2. Continued access of free and reduced lunch applications and other school flyers and information such as Open House to outside organizations. 3. Worked with WCNY as a host site for their media events. 4. Increased mental health services through alternate means provided through Contact Support Services. Through a grant Contact has provided two additional Student Assistance Counselors. The Contact agency also provided a FTE Graduation Initiative Counselor to work with at risk 	<ol style="list-style-type: none"> 1. Partnering with these external groups will be coordinated by the building administration and SLT to ensure organized, focused and comprehensive support for student achievement. 2. The school will increase free and reduced lunch participation and communication to students and families. 3. Continue WCNY Partnership and event scheduling to promote Fowler and the surrounding Community “Be Part of the Change”. 4. Student Assistance Counselors and FTE Graduation Initiative Counselors will continue. 	<ol style="list-style-type: none"> 1. Proceeding according to approved '09 SIG Plan 2. Proceeding according to approved '09 SIG Plan 3. Proceeding according to approved '09 SIG Plan 4. Proceeding according to approved '09 SIG Plan

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	<p>students.</p> <p>5. Liberty Partnership Program, a NYS program sponsored by Onondaga Community College, supported 150 students during the school day</p>	<p>5. LPP partnership will continue.</p>	<p>5. Proceeding according to approved '09 SIG Plan</p>

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Transformation Model

Complete for **each** school receiving FY 2009 SIG funds to implement the Transformation Model.

School: Percy Hughes
Grades Served: Pre-K-8

NCES#: 362859003872
Number of students: 494

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Transformation Model. In the second column, entitled *Summary of Year 1 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 2 Implementation*, please describe the actions that will be taken during the 2011-2012 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

- proceeding according to approved '09 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the activity has been delayed or discontinued.

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
Replace the principal who led the school prior to commencement of the transformation model	The appointment of the administrative staff for Hughes was made at the May & June 2010 BOE meetings: <ul style="list-style-type: none"> • Theresa Haley, Principal • Phyllis Moore-Holloway, Vice Principal • Marie Whelan, Vice Principal 	Administration will remain the same.	Completed

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	The staffing and Redesign implementation were started immediately upon appt.		
<p>Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and</p> <p>(2) Are designed and developed with teacher and principal involvement;</p>	<ol style="list-style-type: none"> 1. SCSD has a committee composed of administrators and teachers, including union presidents of both organizations who are working in concert with SED and information provided regarding new regulations for principal and teacher evaluations. In addition to the 2011-2012 scheduled seven PLA schools implementation of the teacher evaluation process, the District received a Teacher Incentive Grant which will encompass 26 schools. Therefore, the District is planning to complete the design of the teacher evaluation system by July 1, 2011. 2. We previewed the Data Dashboard in October. In March, the Data Dashboard went live. Staff was introduced to the system at the March faculty meeting. 3. All Unit 1 teaching staff 	<ol style="list-style-type: none"> 1. Teacher and principal evaluation system will at least be piloted in the 2011-2012 school year if not fully implemented for all teaching staff. 2. All staff will use Data Dashboard to monitor and inform classroom instruction. 3. Finish Take One with staff needing to complete course; follow-up on implementation of 	<ol style="list-style-type: none"> 1. Proceeding according to approved '09 SIG Plan 2. Proceeding according to appropriate '09 SIG Plan 3. Proceeding according to appropriate '09 SIG Plan

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	<p>registered for Take One by October 2010. Staff received two Take One Overviews and has met with the Take One Regional support person by team. A two hour presentation on the Architecture of Teaching from National Board was provided to staff on Oct 20th. By March, staff had two additional sessions on various topics of Take One. Literacy coaches facilitated several paid after school support group sessions. District personnel consistently has done “check ups” with staff to ensure quality implementation. Hughes administration has met with each staff member individually to discuss Take One progress; several staff members have already submitted their Take One packets and video as of March 2011.</p> <p>4. As of March 2011, all staff completed the 30 hour SIOP course. All staff has been trained in CCL. All staff is involved in</p>	<p>instructional procedure in the classroom and National Board Certification process.</p> <p>4. Staff will implement SIOP strategies in classroom planning and instruction. Administration, through walk-throughs and teachers through CCL, will monitor implementation of SIOP.</p>	<p>4. Proceeding according to approved '09 SIG Plan</p>

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	<p>extensive CCL planning to design SMART Goals and Guiding Questions. All staff participates in weekly CCL sessions facilitated by the literacy coach.</p> <p>5. Netbooks have arrived and were distributed to staff. IT set up printers and logins for all staff.</p> <p>6. The SLT developed the content area look-fors to guide administrative daily walk-throughs. The SLT reviewed the “look fors” used by the District for site reviews. The SLT compared these “look fors” to the SIOP framework and found them to correlate. The SLT distributed the walk through forms to staff.</p>	<p>CCL will continue 2011-2012 with facilitation by the literacy coaches. iTouch appliances will be purchased for all administrators and will have a new APPR software application so administrators can collect data on instructional practices during walkthroughs to use during instructional conferences.</p> <p>5. Staff will continue to use netbooks for electronic journaling and student data review</p> <p>6. Administration and Staff will use walk-through look-for forms to guide effective instructional planning and delivery. iTouch appliances will be purchased for all administrators and will have a new APPR software application so administrators can collect data on instructional practices during walkthroughs to use during instructional conferences.</p>	<p>5. Proceeding according to approved '09 SIG Plan</p> <p>6. Proceeding according to approved '09 SIG Plan</p>

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	<p>7. All teachers have met with administration and literacy coaches to examine student levels in reading by grade and by classroom. Goals have been set for academic achievement based on the DIBELS assessment. Staff met biweekly to look at individual and group data based on DIBELS and SRI scores to determine the effects of interventions. Two hour data meetings were held in January with literacy coaches and administration to analyze data and Oct goals. Core instruction and academic intervention plans were updated to address the data. Grade level teams met with literacy coaches for an additional one hour meeting to examine the data and set new goals and guiding questions for the CCL process.</p> <p>8. All tenured teachers declared the alternative evaluation of portfolio at their exchange conferences. All staff had the first alternative evaluation status meeting in January with Administration. SLT</p>	<p>7. Quarterly meetings are scheduled with teachers and principals to review student data from weekly data meetings; facilitated by instructional support teachers (Literacy Coaches). The RTTT Network Team will work with the administrative team and SLT to analyze data and develop benchmark assessments.</p> <p>8. Administration will conduct quarterly (Oct, Dec, Feb, March) instructional review meetings and follow same contractual process in 2011-2012 as in 2010-2011. Alternative evaluations will</p>	<p>7. Proceeding according to approved '09 SIG Plan</p> <p>8. Proceeding according to approved '09 SIG Plan</p>

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	<p>clarified the component of a portfolio and how to include Take One, CCL reflections, lesson plans and other artifacts. Status meetings were held in April and the final status meeting and presentation of the portfolios will happen in May 2011.</p> <p>Administrative instructional review meetings were scheduled with each teacher to discuss student progress, staff participation in the Plan, staff attendance and declarations for next year. Staff not meeting Redesign commitments and performance expectations will begin the progressive contractual process including, but not limited to, the development on Assistance Plan, Corrective Action Plan, transfer or dismissal in extreme cases.</p> <p>9. Since Hughes does not have an eighth grade yet, the Math teacher was not hired. An additional TA sub was hired to allow special area teachers and ESL teacher coverage to attend student status meetings and CCL sessions.</p>	<p>remain as an evaluation option and administration will review staff performance and declarations for continued teaching at Hughes in March/April 2012.</p> <p>9. Continue with additional TA Sub and hire a math teacher as Hughes adds eighth grade in 2011-2012.</p>	<p>9. Proceeding according to approved amended Plan</p>

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	<p>10. Initial dialogues have begun with Director of School Reform concerning offerings for next year. 20 students (36% of seventh grade student body) are enrolled in advanced seventh grade math. These students are on target to get Algebra high school credit in eighth grade. All eighth grade students will have the opportunity to get high school credit in Spanish next year.</p> <p>11. National trainer for AVID was hired. AVID training has been presented several times and plans are being formulated to send teachers to the summer national conference.</p>	<p>10. Algebra will be offered as a high school credit course and Spanish will be offered to eighth grade students in 2011-2012. Staff is exploring the feasibility of starting some sixth graders in Spanish.</p> <p>11. AVID strategy implementation and professional development for all 5-8 staff by AVID trainer. Teaching staff will attend summer national conference. 5-8 students will receive additional tutorial assistance from this AVID teacher/trainer.</p>	<p>10. Proceeding according to approved '09 SIG Plan</p> <p>11. Proceeding according to approved '09 SIG Plan</p>
<p>Identify and reward school leaders, teachers, and other staff who, in</p>	<p>1. In June 2011, the principal will receive a \$5,000 stipend for demonstrating</p>	<p>1. The stipend for principal leadership in school transformation will increase to</p>	<p>1. Proceeding according to approved '09 SIG Plan</p>

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<p>implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<ol style="list-style-type: none"> 2. Staff is rewarded/compensated for work beyond the school day. The paid committees include: SLT, PBIS, LMT, HSC, Take One, National Board Committees. 3. Take One registration was paid for all staff, and four teachers applying for National Board Certification went on an all expense paid writing retreat paid for by a grant and organized by District support staff. 4. We updated The Teacher of the Month plan to Staff of the Month to include all staff. The October winner was Jeanne Barrett, second grade TA. In March, due to snow banks, the raffle was semi-monthly, but staff felt privileged when chosen for a special parking spot. 5. We have made a point to recognize staff that goes above 	<p>\$10,000 based on the TIF grant research. Stipend will be awarded based on performance.</p> <ol style="list-style-type: none"> 2. Staff will receive compensation/reward for work beyond the school day in 2011-2012. 3. Staff compensation for Take One and National Board Certification work to continue. 4. Continue recognition in 2011-2012. 5. Staff “KUDOS” will continue to recognize outstanding service in 	<ol style="list-style-type: none"> 2. Proceeding according to approved '09 SIG Plan 3. Proceeding according to approved '09 SIG Plan 4. Proceeding according to approved '09 SIG Plan 5. Proceeding according to approved '09 SIG Plan

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	<p>and beyond by thanking them for their service in public emails to staff and at faculty meetings. A bimonthly letter has gone out to all staff which lists their exact attendance from September for each month. A handwritten note from the principal is added to each letter to express KUDOS to staff with excellent attendance and to encourage others.</p> <p>6. During the March SLT meeting, SLT discussed criteria for success and overall staff performance during 2010-2011.</p>	<p>the building and good attendance.</p> <p>6. In March 2012, the principal will meet with SLT to review building criteria for success and overall staff performance during 2011-2012.</p>	<p>6. Proceeding according to approved '09 SIG Plan</p>
<p>Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program</p>	<p>1. All staff completed the 30 hour SIOP course.</p>	<p>1. SIOP implementation will be monitored with feedback through administrative walk-throughs and teacher-led CCL sessions. Formative Assessment is the focus for 2011-2012. Administration has met with formative assessment trainers in the District to design a summer professional development schedule to in-service all staff in</p>	<p>1. Proceeding according to approved '09 SIG Plan</p>

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<p>and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</p>	<p>2. The Hughes PBIS committee has been working since August. Thirteen staff members are on the team. The team meets every Monday at 3:15. Hughes implemented the new expectations, positive rewards systems and the WINGS incentives at the opening of school. We are continuing to monitor the implementation of MIRS and develop tools to communicate with parents. Carol Marshal, district PBIS coach, has been hired and joined the team and meets with PBIS weekly. PBIS has planned and implemented two building-wide</p>	<p>formative assessment and the integration of SIOP. An additional formative assessment instructional teacher and coach will be included in the new plan to assist with PD and monitoring of instruction. Formative assessment books have been ordered and staff will begin signing up for summer sessions of their choice by the end of March 2011.</p> <p>2. PBIS Committee planning and monitoring of student behaviors will continue in 2011-2012, conducting discipline data monthly meetings and identifying behaviors that interfere with student progress. The Committee will work closely with other staff to design Tier 2-4 interventions.</p>	<p>2. Proceeding according to approved '09 SIG Plan</p>

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	<p>WINGS incentives, planned and supported PBIS student activities on half days, started a buddy mentoring program by soliciting staff volunteers to mentor students daily, analyzed data monthly to determine needs for FBA's, completed student of the month recognition; collaborated with social workers, guidance counselor and psychologist to begin Aggression Replacement Training to targeted students. PBIS has also made lists of summer work, including updated the behavior matrix, creating more modeling/role play lessons, implementing a "Gottcha" positive reward system.</p> <p>3. Ongoing support and PD for CCL will be provided for thirty minutes a day, five days a week in the morning. Literacy coaches have been assigned to cohorts of teachers to facilitate the CCL process. Literacy coaches continue to support grade level cohorts with ongoing</p>	<p>3. CCL will continue under literacy coach facilitation. Planning and focus for 2011-2012 will be determined during Summer 2011.</p>	<p>3. Proceeding according to approved '09 SIG Plan</p>

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	<p>collaborative planning and maintaining focus on guiding questions and SMART Goals. In addition, staff has participated in CCL weekly and demonstrates proficiency in the prebriefing and debriefing processes. Literacy coaches report an ongoing need to dig deeper into the instruction. SLT, literacy coaches and administration will determine what outcomes of CCL will become instructional expectations for 2011-2012</p> <p>4. The AVID teacher has been hired full time at Hughes. She is working with students in grades 5-8. She is also providing push in support, training, and modeling for teachers in grades 5-8. The AVID teacher has been working collaboratively with grade 5-8 teachers, attending team meetings and student status meetings, to gear AVID tutorials toward the academic needs of the students.</p>	<p>4. AVID teacher coordination and professional development with 5-8 teachers and literacy coaches will continue for AVID strategies and tutorial implementation in 2011-2012.</p>	<p>4. Proceeding according to approved '09 SIG Plan</p>

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	<p>She has presented to staff and families on the AVID program and implemented professional development in AVID test prep strategies as well. The AVID teacher has already completed arrangements to attend a national AVID conference this summer as a presenter. Administration is in the process of researching the possibility of sending targeted staff to summer AVID training.</p> <p>5. SLT found from the January surveys that weekly student status meetings and weekly CCL was difficult and took teachers away from classroom instruction. The consensus was to have student status meetings one week and CCL the next week. Ongoing participation in CCL is required and embeds professional development in targeted instructional strategies.</p> <p>6. SIOP is fully implemented; Formative Assessment work has begun.</p>	<p>5. Collaborative Coaching and job-embedded professional development implementation will continue in 2011-2012. SLT will survey teachers for professional development needs.</p> <p>6. SIOP implementation will continue in 2011-2012. Training</p>	<p>5. Proceeding according to approved '09 SIG Plan</p> <p>6. Proceeding according to approved '09 SIG Plan</p>

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	<p>7. CCL is fully implemented.</p> <p>8. ESL teachers meet frequently with teachers to tailor ESL services to the individual needs of the students.</p>	<p>in formative assessment and PBIS implementation will continue in 2011-2012. SLT will design Summer UTC to incorporate this professional development. Teachers are compensated for their participation in the Summer Urban Teacher Calendar (UTC) that mandates 35 hours of professional development and 65 hours of academic instruction – Summer 2011; Summer 2012.</p> <p>7. See #6 above.</p> <p>8. ESL teachers will continue to provide general education staff with detailed narrative descriptions of student Individual Learning Plans, student progress, current levels of performance and expected goals. ESL teachers will meet regularly with grade level teams, literacy coaches and administration to tailor services to meet student individual needs.</p> <p>9. The Literacy (Instructional)</p>	<p>7. Proceeding according to approved '09 SIG Plan</p> <p>8. Proceeding according to approved '09 SIG Plan</p> <p>9. Proceeding according to approved '09 SIG Plan</p>

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		Coaches will unpack the NYS Common Core State Standards in ELA and Mathematics, Literacy Across Content Areas and College and Career Readiness Standards with all staff for expected full implementation in planning and instruction during the 2012 – 2013 school year.	
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</p>	<ol style="list-style-type: none"> 1. Administrators have received and are using their netbooks. Staff technology has been ordered. Netbooks have arrived and were distributed to all staff. 2. All fulltime staff received \$500.00 in October and another allocation was just completed in February. Staff will submit another \$500.00 order for needed materials for the 2011-2012 school year as a part of year end check out to facilitate a quick turnaround. 3. The PD Committee designed a plan for the daily half hour of PD in the morning. Each grade level team participated in CCL around 	<ol style="list-style-type: none"> 1. Technology training will be provided to continue effective use of technology equipment purchased and distributed to staff. 2. Resource allocations to individual teachers to support their instructions will be incrementally appropriated in 2011-2012. 3. The PD Committee will review and evaluate the effectiveness of the scheduled half hour of PD implemented this year and make a recommendation for next year's 	<ol style="list-style-type: none"> 1. Proceeding according to approved '09 SIG Plan 2. Proceeding according to approved '09 SIG Plan 3. Proceeding according to approved '09 SIG Plan

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	<p>SIOP implementation and was facilitated by a literacy coach. The PD Committee reserved morning PD for CCL/SIOP implementation and collaborative planning.</p> <p>4. About 100 students and 12 teachers participated in UTC.</p> <p>5. The District and Karen Markoff have worked with the school administration and staff to ensure that funds are used to support the plan to the fullest extent.</p>	<p>extended day professional development implementation.</p> <p>4. The SLT will design the Summer UTC Program and schedule to meet the needs of students. Staff will be hired in accordance with contractual processes.</p> <p>5. The District, Offices of School Reform and Office of Funded Programs will continue planning and providing funding allocations required to support the Redesign Plan to the fullest extent.</p>	<p>4. Proceeding according to approved '09 SIG Plan</p> <p>5. Proceeding according to approved '09 SIG Plan</p>
<p>Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>1. District Data Dashboard prototype established and introduced to faculty.</p> <p>2. Status meetings are regularly held and facilitated by literacy coaches to analyze data and assign</p>	<p>1. Staff will utilize Data Dashboard to inform and to differentiate instruction to meet individual student needs, allowing them to adapt instruction in interventions on a regular timeline.</p> <p>2. Status meetings will be scheduled bi-weekly to monitor and analyze horizontal and vertical student data</p>	<p>1. Proceeding according to approved '09 SIG Plan</p> <p>2. Proceeding according to approved '09 SIG Plan</p>

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	<p>students to targeted interventions. External NYS Assessment data from May 2010 was analyzed and reviewed with staff (item analyses) for ELA and Math.</p> <p>3. Formative assessment is being used in several grades. Official formative assessment training will occur in Summer 2011. Hughes administration has met with Formative Assessment trainers to design the summer PD opportunities. Staff will sign up for their summer sessions by the end of March.</p> <p>4. Expected behaviors and codes of discipline have been established and communicated to students and families. PBIS meetings continue to be held every Monday. Discipline data is examined by student, by offense, by location and by time of day every month.</p> <p>5. Walk throughs are conducted every day. Staff attendance is</p>	<p>for grade levels, school and individual students to inform instruction and to provide targeted interventions. Data from the RTTT Network Team will assist in targeting student supports.</p> <p>3. Formative assessments will be conducted in each classroom to check for student understanding of concepts and processes on a daily basis to inform future instruction, including re-teaching (Addition of formative assessment coach to work with teachers and PD staff next year).</p> <p>4. PBIS meetings/discipline committees will be scheduled regularly to review SEL needs of students and to implement/target supports accordingly.</p> <p>5. Walk-throughs will continue daily, and staff attendance will be</p>	<p>3. Proceeding according to approved '09 SIG Plan</p> <p>4. Proceeding according to approved '09 SIG Plan</p> <p>5. Proceeding according to approved '09 SIG Plan</p>

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	<p>reported bimonthly to staff in a letter.</p> <p>6. TA Subs were hired for job-embedded PD for all teachers</p> <p>7. 7th grade content teachers meet daily to provide planning support or student support in push-in type models in order to increase the level of content knowledge and build relationships and rapport with students.</p>	<p>reported bi-monthly to staff in a letter.</p> <p>6. The TA Subs will continue hire for job-embedded PD in the 2011-2012 school year.</p> <p>7. This planning support or student support in grade 7 will expand to grade 8 in 2011-2012 to increase content knowledge and to build relationships with students.</p>	<p>6. Proceeding according to approved '09 SIG Plan</p> <p>7. Proceeding according to approved '09 SIG Plan</p>
<p>Establish schedules and strategies that provide increased learning time</p>	<p>1. Schedules have been established and readjusted to maximize instructional learning time and integrate content curriculum where possible across four major content areas. Both the fifth grade and the sixth grades/teams have been very flexible and changed their schedules to best meet the needs of students. Sixth grade students have a period by period schedule which is very similar to middle school. Fifth grade has a block schedule to allow for the use</p>	<p>1. Schedules will be established at the building level to provide consistent start and end times for the entire K-8 student body and staff, providing more flexible use of, and increased, learning time for students.</p>	<p>1. Proceeding according to approved '09 SIG Plan</p>

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	<p>of the district adopted reading series with an integration of content. Additionally, they adapted schedules to provide additional tutoring time for students. 60 minute blocks were not feasible with the master scheduling of shared staff in K-7 and limitations of available special area staff. Students have 50 minute periods.</p> <p>2. TEAM time has been scheduled so students may receive necessary targeted re-teaching/interventions to accelerate learning. The TEAM block is 50 minutes long and provides students with flexible groups to receive reteaching, intervention and enrichment.</p> <p>3. Teams have common planning time twice a day as well as team time for CCL sessions and student status meetings.</p> <p>4. Hughes received two grants which will allow it to begin the school/community beautification process. Service learning projects</p>	<p>2. TEAM time will be scheduled in the 2011-2012 Master Schedule to provide maximum time for interventions and accelerated learning.</p> <p>3. Team planning time, CCL team time, and student status meeting time will continue to be scheduled in the Master schedule.</p> <p>4. Hughes will continue to seek</p>	<p>2. Proceeding according to approved '09 SIG Plan</p> <p>3. Proceeding according to approved '09 SIG Plan</p> <p>4. Proceeding according to approved '09 SIG Plan</p>

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	<p>will be completed in May.</p> <p>5. The after school learning partnership has been established with the Dunbar Association using 21st Century funds and began on Oct 18th. All grades K-7 are involved in the after school program. This is a two hour after school program offered Monday through Thursday from October to June.</p> <p>6. UTC planning began in March to involve students from grades K-7 in Summer Programming.</p> <p>7. Computers and furniture were ordered. A new computer lab is fully functional and used by all students in grades 4-7. Projectors, document cameras and Smart Boards have been installed in all classrooms, and staff PD on the use of the technology has begun. Laptops have been distributed and all staff is set up to log on, print and administration is working with IT to develop the</p>	<p>grants and additional funding sources to augment enrichment and service learning projects for students.</p> <p>5. K-5 After School Programming will be established for the 2011-2012 school year.</p> <p>6. UTC Summer School Planning will begin in March 2012.</p> <p>7. Professional development for using the technology interactively in the classroom to increase motivation, background knowledge and student engagement will continue in 2011-2012 for grades K-8.</p>	<p>5. Proceeding according to approved '09 SIG Plan</p> <p>6. Proceeding according to approved '09 SIG Plan</p> <p>7. Proceeding according to approved '09 SIG Plan</p>

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	<p>best system for electronic journaling. All classrooms are updated and running technology both with ports and wireless.</p> <p>8. A 5-6 community has been established. The structure of the day allows for seventh grade content area teachers to collaborate with fifth and sixth grade teachers and students twice a day</p> <p>9. Two full day PreK Classes are included in all aspects of the plan.</p>	<p>8. Schedules will be established to intentionally provide vertical communication and support to 5-8 grade teachers and students.</p> <p>9. Pre-K programming and inclusion in the Plan will continue at Hughes K-8.</p>	<p>8. Proceeding according to approved '09 SIG Plan</p> <p>9. Proceeding according to approved '09 SIG Plan</p>
<p>Provide ongoing mechanisms for family and community engagement</p>	<p>1. Home /school connection meetings have been held and monthly news letter implemented. A website has been designed and went live in January. The Hughes technology teacher is the webmaster. Each team has identified a grade level web designee, who was trained in</p>	<p>1. Home/school connection meetings will be scheduled and communicated to parents via the established monthly newsletter and website. The website will be utilized by building grade level teams to increase communication with parents.</p>	<p>1. Proceeding according to approved '09 SIG Plan</p>

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	<p>the use of the website.</p> <p>2. The guidance counselor has informed all parents of the portal and has provided assistance to parents on an on needed basis. All middle level staff use the grade book and post updated information every Wednesday.</p> <p>3. Hired parent liaison, and she organized the initial parent meeting, sent communications to parents introducing herself, and has begun encouraging parent participation in Super. Advisory Committee and SLT. She is in charge of encouraging parent support. She is in charge of uniform ordering and distribution from this point on. The parent liaison has been full time all year and has successfully doubled the number of members in the parent organization as well as supported the school uniform policy, attendance, parent conflicts, academic meetings and much more. We have met with partners</p>	<p>2. The support for parent use of the portal will continue by the guidance counselor, and teachers will post/update portal information every Wednesday.</p> <p>3. The parent liaison will continue hire as an integral school-community member for increasing parent involvement, knowledge and support for Hughes school and students.</p>	<p>2. Proceeding according to approved '09 SIG Plan</p> <p>3. Proceeding according to approved '09 SIG Plan</p>

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	<p>and established a draft timeline. Many parent events have been held (Crouse Blood Pressure and Cholesterol Screenings, Dinner with SU basketball team, as well as a different topic each Monday in March to name a few. All events were the result of a parent survey conducted by the parent liaison.</p> <p>4. The attendance assistant started in mid October. He met weekly on Mondays with the school based attendance committee to analyze attendance data. He meets with district-wide attendance personnel monthly.</p>	<p>4. The attendance assistant position will continue hire in 2011-2012 and will maintain membership on the building and district attendance committees.</p>	<p>4. Proceeding according to approved '09 SIG Plan</p>
<p>Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates</p>	<p>1. Office of School Reform established and Director is at Hughes weekly, communicating with staff to monitor and provide support for the Plan. Much support has been given by personnel and directors to ensure that staff understands the expectations.</p>	<p>1. District support from the Office of School Reform and other CIA personnel will continue in 2011-2012.</p> <p>2. Fiscal offices will continue support</p>	<p>1. Proceeding according to approved '09 SIG Plan</p> <p>2. Proceeding according to</p>

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	<p>2. District Budget Office and Funded Programs have been helpful in supporting Hughes with a site based budget.</p> <p>3. Students have shirts and are wearing them daily. Uniforms are worn by the vast majority of students daily. The parent liaison regularly sends parent order forms and ensures that all students have uniforms. A loaner system has been devised to help with students who occasionally forget the uniform. All building and grade level incentives require uniforms on a regular basis as the criteria to participate.</p>	<p>through establishing a Hughes site-based budget.</p> <p>3. The school will continue to require and support school uniforms, building a school community and culture in 2011-2012.</p>	<p>approved '09 SIG Plan</p> <p>3. Proceeding according to approved '09 SIG Plan</p>
<p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)</p>	<p>1. Karen Markoff is extremely supportive and accessible.</p> <p>2. District trainers give Hughes first priority in all scheduling and</p>	<p>1. Continue Office of School Reform and Director support, and if needed, external consultancy/ support to assist administration and staff in Transformational Design and implementation, increasing student achievement.</p> <p>2. District trained instructional support staff will continue to be</p>	<p>1. Proceeding according to approved '09 SIG Plan</p> <p>2. Proceeding according to approved '09 SIG Plan</p>

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	<p>support initiatives. Take One has been highlighted at Hughes, and district trainers are onsite regularly to support staff. Wilson trainers work closely with Hughes staff. Hughes staff has been used to give model lessons to staff from other schools.</p> <p>3. District site reviews have been established and district administration conduct weekly monitoring and support through walk-throughs. Site reviews include SLT identified Problem of Practice and follow-up response to site review recommendations. Internal site reviews were conducted by district administrators, Karen Markoff and Director Bill Scott January 16th.</p> <p>4. Karen Markoff has been here several days to walk through and provide feedback. Karen Markoff visits Hughes regularly. She observes classrooms, plans with administration and helps to monitor the budget on regular basis.</p>	<p>utilized for professional development and support.</p> <p>3. Site reviews will be scheduled in the 2011-2012 school year so as to provide monitoring, guidance and feedback to administration and staff in Plan implementation.</p> <p>4. Consultancy support to continue with Karen Markoff providing PD support, external grant monitoring and evaluation, administrative support.</p>	<p>3. Proceeding according to approved '09 SIG Plan</p> <p>4. Proceeding according to approved '09 SIG Plan</p>

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<p>If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality</p>	<ol style="list-style-type: none"> 1. Active community partners include 100 Black Men, Crouse Hospital, Building Men, Say Yes to Education, Syracuse University and the Outer Comstock Neighborhood Association. 2. Ten staff members attended the 100 Black Men annual conference. The 100 Black men came in Dec to be “bookmen” and read to every classroom. Once a month on Friday, they take four black males to lunch for a mentoring session. Crouse Hospital has done blood pressure and cholesterol screenings for families, donated hats and gloves to every student in the school (see newspaper article), donated a gas grill to the SU Men’s Basketball Team spaghetti dinner for families, sponsored a health walk and has scheduled several health related guest speakers to go to all classrooms in the spring. There are several ongoing initiatives with SU. We have daily literacy tutors from the SU literacy corps, daily volunteers in the after 	<ol style="list-style-type: none"> 1. Existing external community partnerships will continue and new partnerships sought in 2011-2012. 2. Building events and supports will be scheduled for students and parents in the 2011-2012 school year. 	<ol style="list-style-type: none"> 1. Proceeding according to approved '09 SIG Plan 2. Proceeding according to approved '09 SIG Plan

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Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	<p>school program from the SU Honors program, ongoing support from Professor Haddox with literacy and writing, especially with the Building Men Program; several students have been chosen to be a part of a media project by New House staff , just to name a few.</p> <p>3. A contract was completed with the Dunbar Association as the Community Based Partner for our 21st Century after school program. They provide a coordinator for youth development who oversees the day to day operation.</p> <p>4. Slow Foods, a community organization, has donated and planted trees and perennials and has begun landscaping gardens. The entire school community was involved in this ongoing project. We have forged a relationship with the Outer Comstock Neighborhood Association who also supports the school.</p>	<p>3. Hughes will maintain continued contact with the Dunbar Center for 2011-2012.</p> <p>4. Hughes will continue this landscaping project and partnership in 2011-2012.</p>	<p>3. Proceeding according to approved '09 SIG Plan</p> <p>4. Proceeding according to approved '09 SIG Plan</p>

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SECTION VI: SCHOOL DATA UPDATE

Complete for **each** school receiving FY 2009 SIG funds.

School: Delaware Elementary School
Grades Served: pre-K-5

NCES#: 362859003852
Number of students: 401

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school’s progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the “all students group”, for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

Indicator	2008-2009 SY	2009-2010 SY
Percentage of students with disabilities	School: 22 % District average: 23 %	School: 21 % District average: 21 %
Percentage of English language learners	School: 41 % District average: 8 %	School: 41 % District average: 10 %
Percentage of students with interrupted formal education	School: 2 % District average: 27 %	School: 2 % District average: 23 %
Number of minutes within the school year	64,800	64,800

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Indicator	2008-2009 SY	2009-2010 SY
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: _____ %: _____ N/A	#: _____ %: _____ N/A
Teacher attendance rate	95%	94%
Distribution of teachers by performance level on LEA's teacher evaluation system*	All teachers who requested a transfer after receiving a list of expectations from the Redesign Team were transferred. The Redesign team then interviewed all remaining staff who requested to remain at Delaware. Twelve teachers were not retained and/or transferred to other schools following interviews by the Redesign Team.	All staff members received a notice to inform them if they wanted to transfer to complete the form and submit it to the principal. Those that wish to transfer will be placed in other schools. Staff who did not meet expectations outlined in the Redesign Plan will also be transferred and will not remain at Hughes. All staff will be informed of their 2011-12 placements in May.
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.	The District with both unions' representatives have been working until last week on a revised rubric for evaluating teachers' and principals' performance. At the same time, we have been working collaboratively with NYSED, US Department of ED, Mathematica and the unions to develop a career ladder (pay for performance) process as part of the TIF grant which all of our schools will be part of for the next 3 years. Once NYSED informed us that they were using the RFQ process to gather rubrics that would be available for each District to adopt, it was a joint decision with the District and the unions to wait until July and select one of the Danielson versions of the preferred rubrics to put into place for the 2011-12 school year. Teams of teachers will work this summer developing specific indicators for teachers whose students do not take NYSED assessments and therefore need other formative/summative assessments or performance based assessments to that can be used in the value added system we are creating. Our RTTT Network Data Analysts will assist in the creation of benchmark assessments with some of this work already begun in Algebra I and II, and for ELA in the elementary grades. In addition, we have been working closely with Rochester City School District staff to combine	

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Indicator	2008-2009 SY	2009-2010 SY
	<p>our expertise and working together create psychometrically sound, valid benchmark assessments that can be field tested in both Districts with result used for a value added system we are creating and will also measure the implementation of the ELA and math curriculum in grades 4-8. Since we have just received information from NYSED in the form of draft regulations and guidance, the new evaluation system is still in the development stage, but will be ready for the next school year. Both unions are working collaboratively with the District on the development of the systems and understand the need to have it in place in all of our schools next school year because of TIF requirements and in the PLA schools despite the fact that the teacher's contract does not expire until June 30, 2012.</p>	

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SECTION VI: SCHOOL DATA UPDATE

Complete for **each** school receiving FY 2009 SIG funds.

School: Fowler High School
Grades Served: 9-12

NCES#: 362859003861
Number of students: 1154

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school’s progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the “all students group”, for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

Indicator	2008-2009 SY	2009-2010 SY
Percentage of students with disabilities	School: 22 % District average: 23 %	School: 23 % District average: 21 %
Percentage of English language learners	School: 14 % District average: 8 %	School: 20 % District average: 10 %
Percentage of students with interrupted formal education	School: 9 % District average: 27 %	School: 6 % District average: 23 %
Number of minutes within the school year	59,040	70,200

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Indicator	2008-2009 SY	2009-2010 SY
	<p>our expertise and working together create psychometrically sound, valid benchmark assessments that can be field tested in both Districts with result used for a value added system we are creating and will also measure the implementation of the ELA and math curriculum in grades 4-8. Since we have just received information from NYSED in the form of draft regulations and guidance, the new evaluation system is still in the development stage, but will be ready for the next school year. Both unions are working collaboratively with the District on the development of the systems and understand the need to have it in place in all of our schools next school year because of TIF requirements and in the PLA schools despite the fact that the teacher's contract does not expire until June 30, 2012.</p>	

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SECTION VI: SCHOOL DATA UPDATE

Complete for **each** school receiving FY 2009 SIG funds.

School: Percy Hughes School NCES#: 362859003872
Grades Served: pre-K-7 Number of students: 494

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school’s progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the “all students group”, for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

Indicator	2008-2009 SY	2009-2010 SY
Percentage of students with disabilities	School: 24 % District average: 23 %	School: 24 % District average: 21 %
Percentage of English language learners	School: 9 % District average: 8 %	School: 9 % District average: 10 %
Percentage of students with interrupted formal education	School: 2 % District average: 27 %	School: 2 % District average: 23 %
Number of minutes within the school year	64,800	64,800

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Indicator	2008-2009 SY	2009-2010 SY
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: _____ %: _____ N/A	#: _____ %: _____ N/A
Teacher attendance rate	95%	96%
Distribution of teachers by performance level on LEA's teacher evaluation system*	All teachers who requested a transfer after receiving a list of expectations from the Redesign Team were transferred. The Redesign team then interviewed all remaining staff who requested to remain at Hughes. Five (5) teachers were not retained and transferred to other schools following interviews by the Redesign Team.	All staff members received a notice to inform them if they wanted to transfer to complete the form and submit it to the principal. Those that wish to transfer will be placed in other schools. Staff who did not meet expectations outlined in the Redesign Plan will also be transferred and will not remain at Hughes. All staff will be informed of their 2011-12 placements in May.
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.	The District with both unions' representatives have been working until last week on a revised rubric for evaluating teachers' and principals' performance. At the same time, we have been working collaboratively with NYSED, US Department of ED, Mathematica and the unions to develop a career ladder (pay for performance) process as part of the TIF grant which all of our schools will be part of for the next 3 years. Once NYSED informed us that they were using the RFQ process to gather rubrics that would be available for each District to adopt, it was a joint decision with the District and the unions to wait until July and select one of the Danielson versions of the preferred rubrics to put into place for the 2011-12 school year. Teams of teachers will work this summer developing specific indicators for teachers whose students do not take NYSED assessments and therefore need other formative/summative assessments or performance based assessments to that can be used in the value added system we are creating. Our RTTT Network Data Analysts will assist in the creation of benchmark assessments with some of this work already begun in Algebra I and II, and for ELA in the elementary grades. In addition, we have been working closely with Rochester City School District staff to combine	

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Indicator	2008-2009 SY	2009-2010 SY
	<p>our expertise and working together create psychometrically sound, valid benchmark assessments that can be field tested in both Districts with result used for a value added system we are creating and will also measure the implementation of the ELA and math curriculum in grades 4-8. Since we have just received information from NYSED in the form of draft regulations and guidance, the new evaluation system is still in the development stage, but will be ready for the next school year. Both unions are working collaboratively with the District on the development of the systems and understand the need to have it in place in all of our schools next school year because of TIF requirements and in the PLA schools despite the fact that the teacher's contract does not expire until June 30, 2012.</p>	

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SECTION VII: SCHOOL GOALS UPDATE

Directions: Please describe any progress made on the annual goals the LEA established in their approved '09 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.¹

Starting in November 2010, the District reformed its Model for **Practitioners (MPE) Committee** composed of teachers and administrators to work on revising the evaluation systems for both groups. The MPE Committee has sought out information from research and other districts on effective practices and rubrics for use in supervision. The teachers and the administrators will each have a **100 point APPR system** that includes state (20%) and local (20%) assessments that outline the expectations in every area that is required by regulation to be evaluated. In addition, the District will identify, purchase or develop benchmark assessment for use in determining value added and will use these assessments if and until SED develops benchmarks for use Statewide. Because the Syracuse is one of 4 Districts in the State that is part of the **Teacher Incentive Fund (TIF)**, we are required to implement a pay for performance model in all of our 31 schools for the 2011-12 school year. We are working collaboratively with Mathematica, US Department of Ed and NYSED representatives to develop a system that meets the requirements of TIF, but is also compatible with our District needs including sustainability after the grant funds end. Both the administrators' and teachers' union presidents have been fully involved in all TIF meetings, and understand and support the requirements of the program as well as the need to use the new evaluation system in the PLA schools as well as the TIF schools in the 2011-12 school year despite the fact that the present teachers' contract does not expire until June 30, 2012. Recently, NYSED informed us they will be using the RFQ process to identify rubrics that we will be able to choose from in July as the basis for 60 points of our new evaluation system. We will continue to work through our MPE committee and will be purchasing **Teachscape video cameras and software to download the revised APPR into our administrators' iTouches** for the collection of walkthrough data. This will be one of our technology projects required by the **Next Generation Learning (NxGL) initiative** that Syracuse is participating in with 3 other districts in the State. We are carefully integrating NxGL, TIF, the new evaluation system for teachers and principals, and the RTTT Network Teams work into a seamless process to improve teaching and learning in our District. Both of the Teachscape cameras and the iTouch with APPR/MPE software will assist in the monitoring of the instructional programs in our PLA schools.

In addition, the District understands the necessity of evaluating programs and monitoring the implementation of adopted and aligned curricula to effect instruction. To this end, the Information Technology Division will work with the Curriculum, Instruction and

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Assessment Division to **develop pacing guides and benchmark assessments based on District curricula that are in alignment with Common Core Standards**. This work will be supported by our **Race to the Top (RTTT) Network Team** which has a Senior Data Analyst and four (4) Data Analysts who will be able to ensure the assessments are psychometrically valid and reliable. Program evaluation assessments will be administered quarterly in mathematics and language arts and will be utilized solely for the purpose of measuring how well the curriculum is being taught and how well the curriculum aligns with national and State standards and performance indicators. Like the formative and summative student assessments, these assessment results will be accessible on the **“data dashboard”** with individual, subgroups, grade level, and whole school reports. The District’s data dashboard went live for administrators in January, 2011 and will go live for teachers on May 15, 2011 after months of development and input from staff during its creation. The screenshots available to you in the attachment gives you a brief overview of the data that is available. Teachers will also be able to access all formative assessments and intervention data on the dashboard for their students and principals will have access to all of the data for their students, school wide and by teacher and team to monitor progress. We believe this data dashboard is unique to our district and that no other district in the State, and maybe the nation, can provide up to date (information is uploaded each night so data is always current) data to its staff.

Targeted, differentiated professional development based on student and school data is an essential part of each PLA school’s Redesign (Transformation) Plan. Teaching assistant subs (TA Sub), who are certified teachers, were placed in schools to provide high quality substitute services for teachers who may be pulled from their classrooms for vertical or horizontal team meetings or for focused professional development provided by the school’s instructional coaches. As permanent staff members, they will be part of the positive school reform culture in their schools. Professional development time was built into each master schedule and monitored by the coaches and Principal. School administrators were expected to participate in or lead the professional development including data dialogues and grade level team meetings. Effective teachers will be identified at the end of this school year and their classrooms used as models with other teachers scheduled to observe to view effective instructional strategies in practice. The **Collaborative Coaching and Learning (CCL)** model ensures that teachers are visiting each others’ classrooms and using CCL protocols to provide feedback. Teachers will review student work at horizontal, vertical, academy and department meetings for student and program monitoring as well as to ensure consistency in expectations and grading across classrooms. Through TIF funds, Teachscape video cameras will be purchased and used in classrooms to tape lessons for teachers’ self reflective practice, CCL and observation. The ultimate goal will be to create a bank of highly effective lessons that teachers themselves will submit to a panel of teachers and administrators using the Teachscape videos that will be available on the District’s website for use by all teachers and coaches in the District. Professional development on the use of the cameras, and for inter rater reliability in rating the videos is key, but they will first be introduced for self reflection and CCL. After teachers become comfortable with the process, they can be used for peer and administrator observation.

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ACTION	COMPLETED
Fully Implement the Redesign (PLA) Plans at Hughes, Fowler and Delaware and other accountability requirements such as Joint Intervention Team (JIT) reviews as mandated by NYSED.	The teams are on tracked as noted in the NYSED audit reports and internal site reviews and walkthroughs.
Office of School Reform is established.	Completed
Leadership and staffing identified for each school following expectations set by Redesign Teams.	Completed
Expectations are clearly communicated to all stakeholders.	This was communicated in all meetings, internal and external monitoring visits, instructional conferences, faculty meetings, etc.
Program implementation monitored through frequently visitations and data dashboard use.	Administrative team members' daily walkthroughs and monitoring visits by central office staff and NYSED as well as data analysis conducted by IT and the SLT.
Professional Development provided in Collaborative Coaching and Learning (CCL), Sheltered Instructional Observation Protocol (SIOP), Positive Behavioral Interventions and Supports (PBIS) and Formative Assessment (FA) and the 4-Tier System, and monitored for implementation with fidelity.	Completed
All deadlines set by NYSED and the District are met for documentation and program implementation.	Completed
NYSED monitoring indicates goals are met resulting in funding secured for 2011-12.	NYSED audits were conducted in the fall and spring indicating the schools were on track in most areas. Cohort 1, Year 2 application submitted on time.
Provide training and support for use of data dashboard.	Administrators were trained on the administrative side of the dashboard and also trained on the use of the teacher side of the dashboard that goes live May 15 th . Teachers will be trained by coaches and LMS assigned to their school. Data will continue to be added to the dashboard as needed. (See Attachment A)

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ACTION	COMPLETED
Engage and improve parent involvement in PLA schools.	Parent involvement has increased in each school as a result of improved efforts to engage parents (see individual school sections).
Increase total cohort graduation rate from 49% to at least 55% which is a NYSED set target.	TBD June 2011
Increase the number of students K-2 benchmarking on DIBELS by 25%.	<p>Hughes: September/January</p> <p>Kindergarten: 27% Benchmark/61% Benchmark 39% Strategic/34% Strategic 34% Intensive/5% Intensive</p> <p>First Grade: 63% Benchmark/51% Benchmark 19% Strategic/20% Strategic 18% Intensive/27% Intensive</p> <p>Second Grade: 28% Benchmark/31% Benchmark 18 % Strategic/12% Strategic 54% Intensive/57% Intensive</p> <p>Third Grade: 44% Benchmark/36% Benchmark 9% Strategic/21% Strategic 47% Intensive/43% Intensive</p> <p>Delaware:</p> <p>Kindergarten: 14% Benchmark/14% Benchmark 47% Strategic/39% Strategic 38% Intensive/46% Intensive</p> <p>*First Grade: 22% Benchmark/13% Benchmark 32% Strategic/38% Strategic 46% Intensive/45% Intensive</p> <p>*Second Grade: 18% Benchmark/ 25% Benchmark 21 % Strategic/12% Strategic 62% Intensive/64% Intensive</p> <p>*Third Grade: 20% Benchmark/12% Benchmark 23% Strategic/5% Strategic 57% Intensive/63% Intensive</p>

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ACTION	COMPLETED
Data Dashboard is created and implemented.	Administrative use of data dashboard went live on January 2011. After the initial pilot, modifications were made and teacher side of dash board goes live May 15 th .
Coordinate Joint Intervention Team reviews as required by NYSED using resulting data in school improvement planning.	Completed
Increase the number of 4-12 grade students benchmarking on Lexile scores by 25%.	Hughes: 231 students have taken the SRI in grades 4-7 from Sept. to Jan.: 2% advanced to 3% ; 16% Proficient to 31%; 39% Basic to 32%; 43% Below Basic to 33% Delaware: 77 students have taken the SRI in grades 4-5 from Sept. to Jan.: 10% Proficient to 12%; 23% Basic to 18%; 66% Below Basic to 66%. This data has been analyzed and will be used to atarget instruction and PD. Fowler are just now administering the SRI for a second time. There is no growth data to report at this time.
Increase the percent of students passing English Regents from 63% to 75%.	TBD June 2011
Decrease the number of students scoring on Level I.	TBD June 2011
Decrease the number of students scoring on Level 2.	TBD June 2011
Increase the number of students scoring on Levels 3 and 4.	TBD June 2011
Increase the percent of students passing English Regents.	TBD June 2011
Increase by 20% the number of English language learners (ELLs) making progress in learning English as measured by Annual Measurable Achievement Objectives (AMAO #1).	TBD June 2011
Create an Advisory Block for all Freshmen, Sophomores and Juniors.	Completed
Establish SAT preparatory class for all 11 th and 12 th grade students.	Completed
Increase access to college bearing credit courses embedded in school day (SUPA, AP, OCC, SUNY ESF, and IB).	Fowler had 149 students enrolled in the fall semester and 151 in the spring semester for total of 300 students enrolled as compared to 2009-10 school year with
Monitor teacher caseloads and effectively use 1/6 section when necessary.	Completed

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ACTION	COMPLETED
Teachers will be provided with the materials and professional development and will be held accountable for the use of identified ELA and math interventions to monitor progress as outlined in the 4-Tiered System.	Coaches are trained in all of the RtI interventions provided in the district. They then become the trainers in their buildings, providing job embedded professional development, modeling and co-teaching as necessary. District coaches are available for additional support in Wilson, Foundations, Just Words, Earobics, Read Naturally, Fast ForWord and Read 180.
Teachers will be provided with the materials and professional development and will be held accountable for the use of identified ELA and math interventions to monitor progress as outlined in the 4-Tiered System.	At the elementary and middle level students are provided with an additional 30 minute intervention block, in addition to their 120 minutes of ELA/writing block. At the HS level the intervention block is backed up to the English period in grade 9 and 10 at Fowler. During team meeting time, teachers and coaches regularly analyze student data to progress monitor, interventions are re-aligned as necessary based on progress.
Teachers and administrators will be provided PD in the use of the Data Dashboard to progress monitor student growth to inform instruction and for accountability.	Completed for administrators; Teachers will be completed in May
Expectations for the use of data, program monitoring, intervention implementation with fidelity, and student growth will be communicated to all administrators and teachers in all forums.	Completed
Teachers will use Power Benchmark Progress Monitoring folders at all graders to monitor student level mastery of curriculum.	<ul style="list-style-type: none"> • Teachers at the elementary level have been trained in the use of the power benchmarks and use in monitoring student learning is at the beginning stages. Expectations are that they will be effectively used before the beginning of the 2011-12 school year. • At Fowler the coach has worked with all subject areas to develop benchmarks to monitor all content curricular areas. Like the elementary level, this work is in the early stages, but teachers are finding the checkpoints useful in guiding student progress and their own planning of instruction.
K-5 AIS Teachers will be trained and supported in the use of newly adopted Treasure Chest and Triumphs.	Completed over the summer 2010 and at monthly AIS teachers meetings.

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ACTION	COMPLETED
The Scholastic Reading Inventory (SRI) and DIBELS will be administered three times per year for students in grades 4-12.	The assessment window for the SRI and DIBELS was Sept, 12 – Oct. 1; Jan. 5 – Jan. 31 and June 1 to June 22. Hughes and Delaware have successfully adhered to this schedule. Fowler, due to scheduling conflicts, has had to make some modifications, and will administer the second round of the SRI May 2 – 13.
Teachers will be provided with the math materials and professional development and will be held accountable for the use of identified math interventions as outlined in the 4-Tiered System.	Completed
Expectations for the use of ELA and math data, program monitoring, (K-9) intervention implementation with fidelity, and student growth will be communicated to all administrators and teachers in all forums.	By STEM Coaches and administrators with support of the District's Math Coordinator
Expand the use of FIRST STEPS as a mathematics intervention for students.	Three teachers were trained in First Steps at Hughes and it is used with students in grades 2, 5, and 7. Four teachers were trained in First Steps at Delaware and it is used with approximately 70 students.
Implement Talent Development Strategic Reading in each high school.	Fully Implemented
All teachers will participate in grade level team/department meetings where teachers will use the data dashboard, data reports generated by IT and other reports such as Reading Progress Indicator (RPI), Scholastic Reading Inventory (SRI), Earobics, or Read Naturally as appropriate to inform their instruction.	Completed
Teachers will analyze student work and plan for targeted intervention instruction when necessary as outlined and mandated by the 4-Tiered System.	Completed
K-5 Teachers will use the new data provided by Progress Indicator by Bookett to inform instruction (Treasures Adoption).	IT developed our own District system which was in place this year. Results will be available on the data dashboard.
Increase number of special education and AIS teachers trained in Wilson Reading from 260 to 350 K-12.	Completed
Increase the number of teachers using Wilson Reading.	Completed

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ACTION	COMPLETED
Increase access to Wilson Reading Program.	Completed
Schedules will be reviewed and monitored through site visitations to ensure ESL program compliance with NYS regulations regarding instructional time.	Completed
Ensure full day pre-k in Tier I and II schools.	Completed
Any grade 9 students scoring 2 to 5 grade levels below on the 8 th grade Math and/or ELA assessments will be enrolled in the Talent Development High School Model in September 2010.	Completed
SCSD Urban Teacher Calendar (UTC) will be fully implemented.	Completed in all 32 schools
All PLA schools will increase instruction time to include before and after school tutorials and summer programming.	Completed
All elementary School Leadership Teams (SLTs) will effectively plan for the use of the extended school day for staff to hold team meetings and receive professional development.	Completed
Increase college bearing courses available to our students.	Completed
Increase the number of high school and middle level teachers trained in teaching Early College High School (ECHS) SUPA courses.	There were 7 Fowler teachers trained to teach SUPA courses during the summer of 2010.
Maintain the number of high school and middle level teachers trained in teaching Advanced Placement (AP) and pre-AP courses.	11 teachers which an increase of 9% over the 2009-10 school year
Increase the number of seats for students taking AP, IB, and ECHS courses.	There was an increase of 119 seats for these courses for the 2010-11 school year versus the 2009-10 school year.
Conduct Internal Site reviews will be conducted in all schools.	Site reviews completed
All Tier I and II schools will receive at least 3 site reviews and monthly monitoring consultations.	Completed in conjunction with NYSED monitoring visits
All Tier III schools will receive at least 2 site reviews and monthly monitoring consultations.	Completed
Expand AVID and use of AVID strategies.	Completed
Expand Courageous Conversations About Race.	Completed
Expand Positive Intervention Behavior and Supports (PBIS) to all PLA schools.	Completed

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ACTION	COMPLETED
Reduce the number of superintendent's hearings.	District wide total hearings decreased by 3 from 936 from 393 Fowler's hearings through March of 2011 were 107 as compared to the average 105 referral for the other high schools Hughes only had 9 hearing this year as compared to the average 20 hearings for other K-8 schools Delaware had 22 referrals to hearings as compared to an average of 5 hearings per elementary school. Eight of Delaware's total occurred in one month, the other months ranged between 0-4 per month. PBIS has been instituted in the schools, but this area needs further attention in Year 2.
Provide additional monitoring and oversight of the hearing process by the Director of Pupil Services by establishing a satellite office at Hearing Office to more closely monitor all hearings.	Completed
Implement the Say Yes to Education (SYTE) Program.	Completed
Staff will improve their instructional skills and will research best practices, engaging in a minimum of 75-100 hours of professional development during the school year and summer.	Completed
Document improved teaching practice and student learning as measured by successful <i>Take One!</i> submissions of identified teachers to National Board Certification Training (NBCT).	Completed

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SECTION VIII: CONSULTATION and COLLABORATION

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2010 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. Consultation must be consistent with the State School Governance Law for New York City, Commissioner's Regulations Part 100.11 and each LEA's Title I Parent Involvement Policy. Also complete the Consultation/Collaboration Form on the following page.

Each school's **School leadership Team (SLT)** remains the shared decision making vehicle in the school. SLT play a major role in monitoring the implementation of the Redesign Plan and student data. Parents are key stakeholders/parents and have a role on the SLT as well as through their PTO. The **Say Yes to Education Foundation** and Syracuse University are our major partners in implementing the Say Yes to Education project district-wide. This one-of-a-kind partnership has developed a model of school reform and urban renewal that will improve student achievement through the following components:

- Student diagnostic testing and ongoing monitoring and planning to identify and build on strengths, address areas of need, and to effectively coordinate and manage academic and social-emotional supports;
- Tutoring in small group and 1:1;
- Evidence-based and validated, school-wide academic and social-emotional programming with professional development;
- Inclusive settings, curricula and individualized support for SWDs and ELLs;
- Strong conditions for learning where students and teachers experience safety, support, challenge, and socially responsible behavior;
- After-school /extended day programming;
- Summer programming;
- Mentoring;
- Financial aid and college application and selection counseling;
- Legal supports;
- Facilitated access to quality physical and mental health supports and services; and
- Higher Education Compact enabling every child to achieve his/her potential with the promise of a tuition-free college education.

This project has the full support of the Mayor, Common Council, the County Executive, our State and Federal legislators and community-based organizations (CBOs) from across the City. It is being viewed as the model for urban cities across the United

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States. By the 2011-12 school year, the Say Yes Theory of Action will be operational in all our schools as it was rolled out across the District Quadrant by Quadrant over the past 3 years, with the last quadrant beginning implementation in the 2011-12 school year. The Say Yes Project also creates a college going culture in our middle and high schools since all SCSD graduates are able to receive free college tuition at all SUNY/CUNY schools and several private colleges including Syracuse University.

In order to build capacity for after school programming District-wide, the Say Yes to Education Foundation instituted a Due Diligence process to identify CBOs that have the necessary components to assist with afterschool and summer programming. This process ensures that our CBOs have the capacity to align their programs with the goals of the District and Say Yes or are willing to adjust their current programming in order to come into alignment.

In addition, the Partnership for Better Education, which is a partnership with 5 of the major higher institutes of education in the area, meets monthly to coordinate support and projects within the District. There are countless CBOs that support our PLAs and those connected directly to a PLA school are identified in each attached PLA Redesign Plan.

The individual schools documents also refer to their partnerships.

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CONSULTATION/COLLABORATION FORM

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Syracuse City School District School Name: Delaware Academy

BEDS Code:

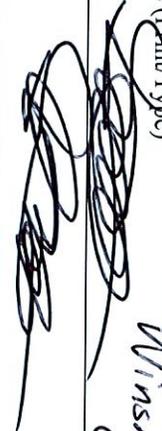
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Copy and use additional pages as necessary

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 the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) 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 in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Winston Cox <i>Winston Cox</i> Signature 	Director of Turnaround Schools Expeditionary Learning	September 2010 – June 2011 In-school meetings, trainings and collaborations for instructional change	
Individual's Name (Print/Type) Cheryl Dobbertin Signature 	Lead School Designer Expeditionary Learning	August 2010 – June 2011 Summer Professional Development, meetings, trainings & collaborations for instructional change	

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Delaware

Individual's Name (Print/Type)	School Designer Expeditionary Learning	August 2010 – June 2011 Summer Professional Development, meetings, trainings and collaborations for instructional change	
Lucy Kempffe Signature <i>Lucia Kempffe</i> Individual's Name (Print/Type)	Teacher: Building Representative Syracuse Teachers Association School Leadership Team (SLT)	October 2010 – April 2011 Monthly Leadership Meetings and Monthly Labor/Management Meetings; Meetings scheduled for May and June 2011	
Rita Rainone Signature <i>Rita Rainone</i> Individual's Name (Print/Type)	Parent Advisory and Parent Group Member Delaware Academy	Monthly Parent Advisory Meetings October 2010 – April 2011 Meetings scheduled for May and June 2011	
Maria Revelles Signature <i>Maria Revelles</i> Individual's Name (Print/Type)	Parent Parent Representative and Group Member Delaware Academy	Monthly Parent Advisory Meetings October 2010 – April 2011 Meetings scheduled for May and June 2011	
Sylvia Hisastigui Signature <i>Sylvia Hisastigui</i> Individual's Name (Print/Type)	Supervising Director of School Improvement / Say Yes to Education Syracuse City School District	September 2010 – April 2011 Meeting held at Delaware re: Design and implementation of Say Yes Program; general meetings with all district administrators regarding Say Yes	
Debra Schoening Signature <i>Debra Schoening</i>			

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Delaware

Individual's Name (Print/Type)	Library/Media Specialist School Leadership Team (SLT) Member Delaware Academy	October 2010 – April 2011 Meetings scheduled for May and June 2011 Monthly Leadership Meetings	
Signature <i>Lori Bresnahan</i>			
Individual's Name (Print/Type)	Second Grade Teacher School Leadership Team (SLT) Delaware Academy	October 2010 – April 2011 Meetings scheduled for May and June 2011 Monthly Leadership Meetings	
Signature <i>Patricia Brody</i>			
Individual's Name (Print/Type)	Academic Intervention Specialist School Leadership Team (SLT) Delaware Academy	October 2010 – April 2011 Meetings scheduled for May and June 2011 Monthly Leadership Meetings	
Signature <i>Thomas Brody</i>			
Individual's Name (Print/Type)	Third Grade Teacher School Leadership Team (SLT) Delaware Academy	October 2010 – April 2011 Meetings scheduled for May and June 2011 Monthly Leadership Meetings	
Signature <i>Merritt Kusak-McGuire</i>			
Individual's Name (Print/Type)	First Grade Teacher School Leadership Team (SLT) Delaware Academy	October 2010 – April 2011 Meetings scheduled for May and June 2011 Monthly Leadership Meetings	
Signature <i>Melba Lindsey</i>			
Individual's Name (Print/Type)	Science, Technology, Mathematics (STEM) Coach School Leadership Team (SLT) Delaware Academy	October 2010 – April 2011 Meetings scheduled for May and June 2011 Monthly Leadership Meetings	
Signature <i>Margaret Vadala</i>			
Signature <i>Margaret Vadala</i>			

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Delaware

Individual's Name (Print/Type)	Milagros Escalera	Principal School Leadership Team (SLT) Delaware Academy	October 2010 – April 2011 Meetings scheduled for May and June 2011 Monthly Leadership Meetings	
Signature				
Individual's Name (Print/Type)	Kara Shore	Vice-Principal School Leadership Team (SLT) Delaware Academy	October 2010 – April 2011 Meetings scheduled for May and June 2011 Monthly Leadership Meetings	
Signature				
Individual's Name (Print/Type)	Eliezer Hernandez	Administrative Intern School Leadership Team (SLT) Delaware Academy	October 2010 – April 2011 Meetings scheduled for May and June 2011 Monthly Leadership Meetings	
Signature				

Delaware

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type)	School Leadership Team Member		
Signature			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)	STA (union) Representative		
Signature			
Individual's Name (Print/Type)	Parent Teacher Organization President		
Signature			
Individual's Name (Print/Type)	Say Yes to Education Executive Director		
Signature			
Individual's Name (Print/Type)	Director of School Reform		
Signature			
Individual's Name (Print/Type)	Deputy Superintendent for Curriculum, Instruction and Assessment		
Signature			

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CONSULTATION/COLLABORATION FORM

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Syracuse City School District School Name: Fowler High School

BEDS Code:

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 Copy and use additional pages as necessary

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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Signature <u>Anthony Bishop</u> <u>Anthony Bishop</u>	Teacher Asst/ SLT	3/5/11, 3/17/11 3/22/11, 3/24/11 4/12/11, 4/13/11	
Individual's Name (Print/Type) Signature <u>Mary Virgil</u> <u>Mary Virgil</u>	Teacher / SLT	3/5/11, 3/12/11 3/17/11, 3/24/11 4/11/11, 4/12/11	
Individual's Name (Print/Type) Signature <u>Sue Centore</u> <u>Sue Centore</u>	Career Specialist/ SLT	3/22/11, 3/24/11 4/11/11, 4/18/11	

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CONSULTATION/COLLABORATION FORM

LEA Name: Syracuse City School District School Name: Fowler High School
 BEDS Code:

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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>Tina DeCarlo</u> Signature  Individual's Name (Print/Type) <u>Tina DeCarlo</u>	Teacher/ SLT	3/22/11	
Individual's Name (Print/Type) <u>James Nieves</u> Signature  Individual's Name (Print/Type) <u>James Nieves</u>	Teacher/ SLT	3/15/11, 3/17/11 3/22/11, 3/24/11 4/11/11, 4/8/11	
Individual's Name (Print/Type) <u>Fred O'Hara</u> Signature  Individual's Name (Print/Type) <u>Fred O'Hara</u>	Teacher/ SLT	3/15/11, 3/16/11 3/17/11, 3/22/11 3/24/11, 4/11/11, 4/8/11 4/21/11, 4/13/11	
Individual's Name (Print/Type) <u>Sonya Ramnaroop</u> Signature  Individual's Name (Print/Type) <u>Sonya Ramnaroop</u>	Teacher/ SLT	3/17/11, 3/22/11 4/14/11, 4/12/11	
Individual's Name (Print/Type) <u>Helissa Senenko</u> Signature  Individual's Name (Print/Type) <u>Helissa Senenko</u>	Teacher/ SLT	3/15/11, 3/17/11 3/24/11, 4/11/11 4/8/11, 4/12/11, 4/13/11	

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CONSULTATION/COLLABORATION FORM

LEA Name: Syracuse City School District
 School Name: Fowler High School

BEDES Code:

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1. Individuals Consulted		2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type)	Tina Sokolic	Teacher / SLT	3/15/11, 3/16/11 4/11/11, 4/18/11, 4/12/11 4/13/11	
Signature	<i>Tina Sokolic</i>			
Individual's Name (Print/Type)	Jolene Todd	Teacher / SLT	3/15/11, 3/16/11 4/11/11, 4/9/11	
Signature	<i>Jolene Todd</i>			
Individual's Name (Print/Type)	Stacey Snyder	Evidence Reviewer / SLT	3/15/11, 3/16/11 3/17/11, 3/22/11 4/11/11, 4/18/11 4/13/11	
Signature	<i>Stacey Snyder</i>			
Individual's Name (Print/Type)	Michele Kirk	Teacher / SLT	3/15/11, 3/16/11 3/17/11, 3/22/11 3/24/11, 4/11/11, 4/12/11	
Signature	<i>Michele Kirk</i>			
Individual's Name (Print/Type)	Marianna Clark	IST / SLT	3/15/11, 3/17/11 4/11/11, 4/9/11, 4/12/11	
Signature	<i>Marianna Clark</i>			

Fowler Higgs School

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type)	School Leadership Team Member		
Signature			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
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Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
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Individual's Name (Print/Type)			

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CONSULTATION/COLLABORATION FORM

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Syracuse City School District School Name: Harvard

BEDS Code:	4	2	1	8	0	0	0	0	1	0	0	0
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1. Individuals Consulted		2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type)	Millie Lazzaro	SLT - 3rd grade representative	The last Thursday of each month of 9-6	
Signature	<i>Millie Lazzaro</i>			
Individual's Name (Print/Type)	Marganne Boots	SLT - 4th grade representative	The last Thursday of each month of 9-6	
Signature	<i>Marganne Boots</i>			
Individual's Name (Print/Type)	Jennifer Hodgens	SLT - 5th grade representative	Sept. - June The last Thursday of the month.	
Signature	<i>Jennifer Hodgens</i>			

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CONSULTATION/COLLABORATION FORM

LEA Name: **Syracuse City School District** School Name: **Hughes**

BEDS Code:

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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Lauren Lockett Signature  Individual's Name (Print/Type) Christina Sepe Signature 	ESL representative for SLT ESL representative for SLT	Last Thursday of each month - September - June Last Thursday of each month, September - June	
Individual's Name (Print/Type) Christina Lewis Signature 	Middle School SLT rep.	Last Thursday of each month - September - June	
Individual's Name (Print/Type) Diane L. Schoonmaker Signature 	Support staff SLT rep.	Last Thursday of each month - Sept. - June	
Individual's Name (Print/Type) Kelly Colone Signature 	Middle School SLT Rep.	Last Thursday of month - Sept. - June	

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CONSULTATION/COLLABORATION FORM

LEA Name: Syracuse City School District

School Name:

Heather

BEDS Code:	4	2	1	8	0	0	0	0	1	0	0	0	0
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1. Individuals Consulted		2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type)	Heather Marzullo	SLT - 6th grade representative	Last Thursday of each month from Sept to June	
Signature	<i>Heather Marzullo</i>			
Individual's Name (Print/Type)	Danielle Petersen	SLT- Kindergarten representative	Last Thursday of each month Sept to June	
Signature	<i>Danielle Petersen</i>			
Individual's Name (Print/Type)	Mary Dabek	SLT- 1st Grade Representative	Last Thursday of each month Sept to June	
Signature	<i>Mary Dabek</i>			
Individual's Name (Print/Type)	Kristin Mecum	SLT - 2nd Grade Representative	Last Thursday of each month Sept to June	
Signature	<i>Kristin Mecum</i>			
Individual's Name (Print/Type)				
Signature				

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CONSULTATION/COLLABORATION FORM

LEA Name: **Syracuse City School District**

School Name: *Hughes*

BEDS Code:

4	2	1	8	0	0	0	1	0	0	0	0
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Copy and use additional pages as necessary

1. Individuals Consulted		2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/Summary of Documentation
Individual's Name (Print/Type)	<i>Jo-Anne Grandinetti</i>	<i>SLT representative for Literacy Instructional Coaches</i>	<i>Last Thurs. of the month. Sept. - June</i>	
Signature	<i>Jo-Anne Grandinetti</i>			
Individual's Name (Print/Type)	<i>Meghan Goodness</i>	<i>SLT representative for Special Areas</i>	<i>Last Thurs. of the month Sept. - June</i>	
Signature	<i>Meghan Goodness</i>			
Individual's Name (Print/Type)	<i>Trista Logant</i>	<i>SLT representative for special education.</i>	<i>Last Thurs. of the month Sept - June</i>	
Signature	<i>Trista Logant</i>			
Individual's Name (Print/Type)				
Signature				

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CONSULTATION/COLLABORATION FORM

LEA Name: Syracuse City School District School Name: Hughes

BEDS Code:

4	2	1	8	0	0	0	0	1	0	0	0
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Copy and use additional pages as necessary

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Signature Individual's Name (Print/Type)			
Individual's Name (Print/Type) Signature Individual's Name (Print/Type)	Parent Liaison Hughes Home School Connection	Every last Thursday of the month from 9/10-6/11	
Individual's Name (Print/Type) Signature Individual's Name (Print/Type)	Parent Rep Home School Connection	Every last Thurs from 9/10-6/11	
Individual's Name (Print/Type) Signature Individual's Name (Print/Type)	Parent Rep Home School	Every last Thursday from 9/10-6/11	
Individual's Name (Print/Type) Signature			
Individual's Name (Print/Type) Signature			

Hughes School

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Signature Individual's Name (Print/Type)	School Leadership Team Member		
Signature Individual's Name (Print/Type)			
Signature Individual's Name (Print/Type)			
Signature Individual's Name (Print/Type)			
Signature Individual's Name (Print/Type)	STA (union) Representative		
Signature Individual's Name (Print/Type)	Parent Teacher Organization President		
Signature Individual's Name (Print/Type)	Say Yes to Education Executive Director		
Signature Individual's Name (Print/Type)	Director of School Reform		
Signature Individual's Name (Print/Type)	Deputy Superintendent for Curriculum, Instruction and Assessment		

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SECTION VIII: SUMMARY OF EXPENDITURES BY FS-10 BUDGET CODES FOR 2010-2011

Directions: Please complete the following chart, detailing the expenditures that have occurred during the 2010-2011 SY related to implementation of your approved School Improvement Grant application/budget. In the column labeled Proposed Expense Description, please ensure that the expense description is aligned clearly with the information that you have provided as part of your district and school implementation updates.

FS-10 Code Number	Amount Allocated	Proposed Expense Description	Amended Y/N (if yes include amount)	Actual Amount Expended*	Projected Balance/ Carryover	Projected Cost 2011-12
Code 15 Professional Salaries	\$3,158,075	<p>Delaware: Nine (9) FTE positions: Parent Liaison (1) STEM Coach (2) SIOP Coach (1) Literacy Instructional Coach (1) Teaching Assistant Substitutes (4) (Expeditionary Learning (EL) Coach at Delaware was embedded in the EL contract, so an amendment was sent in to decrease code 15 and move that money to code 40 to accommodate an increase in the EL contract)</p> <p>Extensions of service for teachers to participate in professional development on topics such as Formative Assessment, EL, SIOP, RTI, PBIS, Data Analysis, CCL, Peer Coaching, etc.</p> <p>Extensions of service for teachers to allow for the extension of the school day</p> <p>Extensions of service for teachers to provide academic support to students after school in Say Yes</p>	\$3,089,275 <i>(decreased by \$68,800)</i>	\$2,939,275	\$150,000	\$3,435,000

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		<p>program</p> <p>Extensions of service for teachers to participate in professional development and student academic support over the summer of 2011 as part of the Urban Teacher Calendar (UTC)</p> <p>Principal stipend</p> <p>Fowler: Five (5) FTE positions: Social Worker (1) Literacy Instructional Coach (1) Content Area Teachers (2) Dean of Students (1)</p> <p>Increase in salary (1/6) for teachers for teaching an extra instructional block</p> <p>Extensions of service for teachers to participate in professional development on topics such as Formative Assessment, EL, SIOP, RTI, PBIS, Data Analysis, CCL, Peer Coaching, etc.</p> <p>Extensions of service for teachers to write individualized learning plans for students</p> <p>Principal stipend</p> <p>Hughes: Ten (10) FTE positions: Literacy Instructional Coaches (2) AVID Teacher (1) ESL Teacher (1)</p>				
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		<p>Computer/Technology Teacher (1) Teaching Assistant Substitutes (4) Parent Liaison (1)</p> <p>Extensions of service for teachers to participate in professional development on topics such as Formative Assessment, EL, SIOP, RTI, PBIS, Data Analysis, CCL, Peer Coaching, etc.</p> <p>Extensions of service for teachers to provide academic support to students before and after school</p> <p>Extensions of service for teachers to participate in committee meetings outside of the school day</p> <p>Extensions of service for teachers to participate in professional development and student academic support over the summer of 2011 as part of the Urban Teacher Calendar (UTC)</p> <p>Principal stipend</p> <p>District-wide: Two (2) FTE positions: Director of School Reform (1) PBIS Coach (1)</p>				
Code 16 Support Staff Salaries	\$270,890	<p>Delaware: One (1) FTE position: Attendance Assistant (1)</p> <p>Extension of service for non-certified support staff such as school sentries and lunch aides to attended training in such topics as EL and PBIS (filed</p>	\$274,690 <i>(increased by \$3,800)</i>	\$254,690	\$20,000	\$249,258

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		<p>amendment to increase code 16 to accommodate the support staff training)</p> <p>Fowler: One (1) FTE position: Attendance Assistant (1)</p> <p>Hughes: One (1) FTE position: Attendance Assistant (1)</p> <p>District-wide: Four (4) FTE positions: Typist II for Office of School Reform (1) Network Telecommunications Technicians (2) Computer Repair Technician (1)</p>				
Code 40 Purchased Services	\$253,500	<p>Delaware: Contract with Expeditionary Learning Schools Outward Bound (EL Coach position in contract so amendment to increase code 40 filed)</p> <p>Contract with Peaceful Schools to provide youth violence prevention and character development programming</p> <p>Fast ForWord Site License</p> <p>Fowler: Purchased service with National Board for Professional Teaching Standards for Take One! on-line courses for National Board Certification</p> <p>Fast ForWord Site License</p> <p>Hughes:</p>	\$348,500 <i>(increased by \$95,000)</i>	\$288,500	\$60,000	\$234,800

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		<p>Purchased service with National Board for Professional Teaching Standards for Take One! on-line courses for National Board Certification</p> <p>Fast ForWord Site License</p>				
Code 45 Supplies and Materials	\$957,523	<p>Delaware:</p> <p>Technology materials including items such as: Netbooks (Ideapads), SmartBoards, laptops, projectors, document cameras, desktop computers, monitors and software, laptop charging carts, camcorders, printers, headphones, and audio speakers</p> <p>School Uniforms (shirts for students)</p> <p>PBIS incentives for students including such items as; “star” student magnets, bracelets and trophies, bookmarks, pencils, stickers, and other items to give students, movie passes, food purchases for reward celebrations for students, Dolphin Code tokens, etc.</p> <p>Instructional supplies for students including such items as; word wall words, magnetic letter kits, small group reading kits, books for classroom libraries, boxes of math facts (addition and subtraction), leveled texts on Early America, Expanding and Preserving the Union, and Physical Science, globes, whiteboards, climate cubes and weather station materials, science project materials, etc.</p> <p>Incentives for teachers including such items as; gift cards to Barnes and Noble Book store and Dunkin’ Donuts</p>	\$957,523	\$907,523	\$50,000	\$425,916

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		<p>Refreshments for family and community events</p> <p>Fowler: Technology materials including items such as: Netbooks (Ideapads), SmartBoards, laptops, projectors, document cameras, desktop computers, monitors and software, laptop charging carts, camcorders, printers, headphones, and audio speakers</p> <p>PBIS incentives for students including such items as; trophies, t-shirts, movie passes, food purchases for reward celebrations for students, etc.</p> <p>Subscription to The Post-Standard</p> <p>Materials to print PBIS posters</p> <p>Hughes: Technology materials including items such as: Netbooks (Ideapads), SmartBoards, laptops, projectors, document cameras, desktop computers, monitors and software, laptop charging carts, camcorders, printers, headphones, and audio speakers</p> <p>School Uniforms (shirts for students)</p> <p>PBIS incentives for students including such items as; “star” student magnets, bracelets and trophies, bookmarks, pencils, stickers, and other items to give students, movie passes, food purchases for reward celebrations for students, etc.</p>				
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		<p>Instructional supplies for students including such items as; word wall words, magnetic letter kits, small group reading kits, books for classroom libraries, boxes of math facts (addition and subtraction), leveled texts on Early America, Expanding and Preserving the Union, and Physical Science, globes, whiteboards, climate cubes and weather station materials, science project materials, etc.</p> <p>Incentives for teachers including such items as; gift cards to Barnes and Noble Book store and Dunkin' Donuts</p> <p>District-wide: Laptop and desktop computer and software for the Office of School Reform</p> <p>Paper, pens, toner, staplers, date received stamps, and other office items for the Office of School Reform</p>				
Code 46 Travel Expenses	\$83,563	<p>Delaware: Student field study trips to differentiate instruction and provide real world exposure in areas of science, history, and arts for students to such places as: Museum of Science and Technology (MOST), Rosamond Gifford Zoo, Navarino Orchard, Fesko Farms, Civic Center, Beaver Lake Nature Center, Seward House, Harriet Tubman House, etc In-district travel reimbursement for attendance assistant to travel to students' homes</p> <p>Teachers and administrator to travel for EL</p>	\$83,563	\$63,563	\$20,000	\$83,600

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		<p>conference and to tour an EL model school</p> <p>Fowler: Student field trips for students for career and college exploration and exposure including trips to: NYS Fair Grounds for Construction Career Day, DECA Regional Conference, SUNY Upstate Medical University for medical and life science occupation exposure, Ithaca College for Math Exploration Day</p> <p>In-district travel reimbursement for attendance assistant and social worker to travel to students' homes</p> <p>Hughes: Student field study trips to differentiate instruction and provide real world exposure in areas of science, history, and arts for students to such places as: Museum of Science and Technology (MOST), Rosamond Gifford Zoo, Navarino Orchard, Fesko Farms, Civic Center, Beaver Lake Nature Center, Seward House, Harriet Tubman House, etc</p> <p>In-district travel reimbursement for attendance assistant to travel to students' homes</p> <p>District-wide: In-district travel for Director of School Reform Administrators' and staffs' travel expenses to attend SIG conference in Washington DC and SIG technical assistance in Albany, NY</p>				
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FS-10 Code Number	Amount Allocated	Proposed Expense Description	Amended Y/N (if yes include amount)	Actual Amount Expended*	Projected Balance/ Carryover	Projected Cost 2011-12
Code 80 Employee Benefits	\$1,276,449	Associated employee benefits for FTE positions and teachers' and teaching assistants' extension of service hours listed above	\$1,246,449 <i>(decreased by \$30,000)</i>	\$1,211,449	\$35,000	\$1,571,426
Code 90 Indirect						N/A
Code 49 BOCES Services						N/A
Code 30 Minor Remodeling						N/A
Code 20 Equipment						N/A
Totals	\$6,000,000		\$6,000,000	\$5,665,000	\$335,000	\$6,000,000

* Amount we expect to expend through September 30, 2011, the end date of our year 1 budget period.

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BUDGET NARRATIVE

Directions: For each Code on the FS-10, provide a description and dollar amount for each proposed expenditure in the space below.

Projected Cost for 2011-2012 School Year		
FS-10 Budget Code	Description	Dollar Amount
Code 15 Professional Salaries	Delaware: 1.0 FTE SIOP/ELL Coach – to provide site-based support for ELL programming, including professional development, peer coaching, frequent data and assistance with the development and implementation of individual learning plans for each ELL student	67,600
	1.0 FTE Literacy Instructional Coach – to provide site-based professional development in research-based instructional strategies (such as CCL, SIOP, and Formative Assessments), model/coach staff in implementing the 4-tiered student support framework, and to analyze student assessment data to identify areas in need of improvement.	67,600
	1.0 FTE STEM Instructional Coach – to provide site-based professional development in research-based instructional strategies that support STEM instruction and implementation of transformation model	67,600
	1.0 FTE Math Instructional Coach – to provide site-based professional development in research-based instructional strategies that support math instruction and implementation of transformation model	67,600
	1.0 Parent Liaison – to coordinate all family involvement events, develop an actively engaged PTSA and work closely with community partners and the District’s Parent Partnership Network to strategize ways to improve home-school communication and attendance	43,734
	4.0 FTE Substitute Teaching Assistants – to provide quality instruction to enable teachers to participate in professional development and for each grade level team to meet for an hour each week to review progress monitoring data and align instructional strategies	114,400
	6.0 FTE Teaching Assistants – to provide small group classroom instruction and support for students in grades K-2	171,600

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	<p>1.0 FTE Teacher for Literacy Intervention – to provide students in grades 3-5 who have severely depressed reading levels (2-3 years below level) additional support and critical literacy intervention using the Wilson Reading and Wilson Just Words programs</p> <p>Teachers’ extensions of service - to participate in: professional development on the use and integration of technology in the classroom</p> <p>Teachers and Teaching Assistants’ extensions of service - to provide a school-wide extension of the school day</p> <p>Teachers and Teaching Assistants’ extensions of service - to expand after school programming</p> <p>Principal’s stipend – to provide a financial reward for demonstrated success in school transformation efforts and improving student achievement</p> <p>Fowler:</p> <p>1.0 FTE Social Worker - will work with families to address social and emotional issues affecting students’ attendance, academic performance and behavior</p> <p>2.0 FTE Deans of Students - will work with students and families to address poor student attendance and tardiness issues and provide mediation</p> <p>1.0 FTE Literacy Instructional Coach – will consult and coordinate professional development for all teachers in areas including, but not limited to: Formative Assessment (FA); Effective Planning; Cultural Sensitivity; and Differentiated Instruction</p> <p>2.0 FTE Teachers for Alternative Program – will provide instruction in alternative program. One teacher for math and the other for literacy</p> <p>1.0 FTE Teacher for Specialized Intervention Support (Special Education Certified) - will provide interventions for students with such programs as Fast ForWord, Read 180, and Wilson Reading</p> <p>1.0 FTE School Implementation Manager – will assume most non-instructional responsibilities in the school to enable the Principal to fully concentrate all of his efforts on improving instruction through data analysis and program implementation monitoring</p>	<p>67,600</p> <p>6,020</p> <p>364,140</p> <p>57,750</p> <p>10,000</p> <p>53,882</p> <p>140,770</p> <p>71,472</p> <p>110,000</p> <p>67,600</p>
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	<p>1.0 FTE Teacher for NJROTC - will provide guidance, instruction and support for Fowler’s NJ Reserve Officers’ Training Corps</p> <p>1.0 FTE Teaching Assistant - will provide additional literacy support for struggling students</p> <p>3.0 FTE Substitute Teaching Assistants – to provide quality instruction to enable teachers to participate in professional development in CCL and peer coaching by sitting in on each others’ classes and observing a variety of effective teaching methods</p> <p>Teachers (48) to receive 1/6 salary increase for teaching an extra instructional block during the school day</p> <p>Teachers’ extensions of service – to provide students with additional AIS and tutorial support outside of the regular school day (before or after-school)</p> <p>Teachers’ extensions of service – to participate in various meetings, (planning, curriculum alignment, and to work with other teachers)</p> <p>Teachers’ extension of service hours to participate in professional development outside of regular school hours in areas including Talent Development, SIOP, Formative Assessment, etc.</p> <p>Yearly stipend of \$10,000 for Fowler’s school principal as additional compensation for the added responsibilities of being head administrator of a PLA school going through the transformation process</p> <p>Hughes:</p> <p>3.0 FTE Literacy Instructional Coaches – to provide site-based professional development in research-based instructional strategies (such as CCL, SIOP, and Formative Assessments), model/coach staff in implementing the 4-tiered student support framework, and to analyze student assessment data to identify areas in need of improvement.</p> <p>1.0 FTE Math Teacher – to provide intensive math interventions and advanced coursework for grades 5-8</p> <p>1.0 FTE AVID Teacher – to implement AVID instruction in grades 5-8.</p> <p>1.0 FTE ESL Teacher – K-8 – to diminish ELL caseload as the school reconfigures to include grades 7-8</p>	<p>70,000</p> <p>42,790</p> <p>30,000</p> <p>85,800</p> <p>489,600</p> <p>56,000</p> <p>28,000</p> <p>39,200</p> <p>10,000</p> <p>202,800</p>
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		67,600
	1.0 FTE Computer/Technology Teacher – to teach technology using computer lab; and support the implementation of use of technology in classrooms	67,600
	1.0 FTE Parent Liaison – to coordinate all family involvement events, develop an actively engaged PTSA and work closely with community partners and the District’s Parent Partnership Network to strategize ways to improve home-school communication and attendance	67,600
	.60 FTE Spanish Teacher – to provide Spanish instruction, commencing as early as 6 th grade, allowing students to obtain high school credit in Spanish	43,734
	4.0 FTE Substitute Teaching Assistants – will provide quality instruction while each grade level team meets an hour/week to review progress monitoring data and align instructional strategies	40,560
	Teachers’ extensions of service - to participate in: professional development during the school year and over the summer on research-based instructional strategies to address systemic barriers to teaching and learning (PBIS, Collaborative Coaching and Learning Model, SIOP, AVID strategies, and Formative Assessments); and monthly meetings to design, implement and evaluate PBIS protocols	114,400
	Teachers’ extensions of service - to participate in committee and planning meetings	70,000
	Teachers and Teaching Assistants’ extensions of service - to expand after school programming	20,020
	Principal’s stipend – to provide a financial reward for demonstrated success in school transformation efforts and improving student achievement	60,900
	District-wide:	10,000
	1.0 FTE Director of School Reform - will support all Tier I, II, III schools in the improvement process and will ensure each school has the necessary resources to meet and exceed their established goals.	10,000
	1.0 FTE PBIS Coach – will provide technical assistance and training to PBIS teams in our Tier I, II and III schools throughout the District.	133,828

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		67,600
	Total for Code 15	3,435,000
Code 16 Support Staff Salaries	Delaware: 1.0 FTE Attendance Assistant – to work with staff and families to remediate issues causing poor attendance and tardiness	32,469
	Hughes: 1.0 FTE Attendance Assistant – to work with staff and families to remediate issues causing poor attendance and tardiness	32,469
	District-wide: 1.0 FTE Typist II – will provide administrative support for the Director of School Reform	41,289
	2.0 FTE Network Telecommunication Technicians – will maintain and repair telecommunication equipment and network component units in all Tier I, II, and III schools	95,354
	1.0 FTE Computer Repair Technician – will install and test new computer equipment, and diagnose and repair computer equipment in all Tier I, II and III schools	47,677
	Total for Code 16	249,258
Code 40 Purchased Services	Delaware: Costs to contract with Expeditionary Learning to implement EL school-wide	162,300
	Contract with Peaceful Schools to provide youth violence prevention and character development programming	41,000
	Contract with Scientific Learning for annual Fast ForWord site license to assist struggling readers	4,500
	Fowler: Contract with Scientific Learning for annual Fast ForWord site license to assist struggling readers	4,500
	Purchased service with the National Board for Professional Teaching Standards (NBPTS) for <i>Take One!</i>	

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	for teachers pursuing National Board Certification. 20 teachers per year x \$100 each	2,000
	Contract with Contact Community Services to provide mediation training and support	6,000
	Hughes:	
	Contract with Scientific Learning for annual Fast ForWord site license to assist struggling readers	4,500
	Consultant services with TBD consultant to provide professional development support, external grant monitoring and evaluation and administrator support	10,000
	Total for Code 40	234,800
Code 45 Supplies and Materials	Delaware:	
	Supplies and materials to support Expeditionary Learning projects	10,000
	Uniforms (shirts) for all students (new students from Blodgett school will be moving to Delaware and will need a uniform shirt)	4,000
	Teacher incentives for student achievement	3,000
	Document cameras and adapters to enhance and differentiate classroom instruction	4,000
	Ideapads (netbooks) and laptops for instructional coaches to use as a tool for reflective journaling of effective instruction, student data and for communication with colleagues as part of the CCL model, cost included software	5,119
	Supplies to support PBIS (incentives) and family/community nights	8,000
	Supplies for 6+1 Traits of Writing Program	1,000
	Fowler:	
	PBIS incentives and supplies for such items as Fowler t-shirts, food for reward celebrations, lanyards, awards, etc.	15,000
	Instructional supplies for after-school academic support for such items as supplemental reading books and materials, planners, pencils, pens, binders, etc.	5,000
	Instructional supplies for alternative class such as math manipulatives, supplemental reading materials,	6,788

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pencils, planners, etc.	
Mediation training and implementation supplies	4,000
Project-based learning supplies and materials	5,000
Teacher incentives (as a part of an internal mini grant program where high performing teachers apply/make requests for technology or other items for their classrooms to enrich and differentiate instruction)	35,000
Technology to enhance classroom instruction including items such as projectors and laptops. (not purchasing as much in year 2 as Fowler is going through a building renovation and there are space limitations)	16,043
Supplies for Young Mothers program	5,000
Hughes: Uniforms (shirts) for students	6,000
Supplies to provide teacher incentives to reward improved student achievement and staff involvement incentives	30,000
Desk top computers, monitors and computer software for 36 classrooms (5 per classroom) to integrate technology into instruction and provide classroom access to on-line learning interventions.	169,936
Technology supplies and materials that are identified as needs arise which may include such items as: projectors, SmartBoards, document cameras, etc.	41,030
Science lab materials	6,000
PBIS supplies and incentives	3,000
Supplies and materials for service-learning projects and 4-tier intervention	10,000
Supplies and materials for adding grade 8 to Hughes School	25,000
Supplies for family and community nights	

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	District-wide: Supplies for the daily operation of the Office for School Reform (paper, pens, toner, software, etc.)	5,000 3,000
	Total for Code 45	425,916
Code 46 Travel	Delaware: Students will participate in field experiences to various destinations to support content and project-based/expeditionary learning Staff attendance of an Expeditionary Learning Conferences Teachers and administrators to attend conferences on topics in alignment with redesign plan (destinations TBD) In-district travel costs for Attendance Assistant and Parent Liaison to travel to students' homes Fowler: Students will participate in grade-level project-based field experiences and college exploration trips In-district travel for Social Worker and Deans of Students to check truant students' homes, neighborhoods and area businesses to find them and return them to school Hughes: Students will participate in field experiences to support content and project-based learning In-District travel costs for the Attendance Assistant to travel to students' homes District-wide: Director of School Reform, administrators and staff to attend required SIG meetings In-district travel from school to school for Director of School Reform	12,000 5,000 5,000 1,000 30,000 4,590 20,000 500 5,000 510
	Total for Code 46	83,600
Code 80	Delaware, Fowler, Hughes and District-wide:	1,571,426

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Employee Benefits	Employee benefits as calculated on grant-funded FTE positions and teachers' extensions of service to participate in extended day teaching and professional development opportunities outside of the school day	
	Total for Code 80	1,571,426
Code 90 Indirect	N/A	N/A
FS-10 Budget Code	Description	Dollar Amount
Code 49 BOCES Services	N/A	N/A
Code 30 Minor Remodeling	N/A	N/A
Code 20 Equipment	N/A	N/A
	Grand Total	6,000,000

Data Dashboard

- This data will include interactive reports on:
 - Enrollment
 - Discipline
 - Attendance
 - Assessment
 - Benchmark
 - Formative
 - Summative

Data Dashboard

- **The Dashboard will consist of two ‘portals’:**
 - An administrative portal that can be used by Central Office and Building Administrators that will contain all district and building information
 - A teacher portal that will link each teacher with their individual classes so that they may see summary information on their class as well as drill down to individual student information

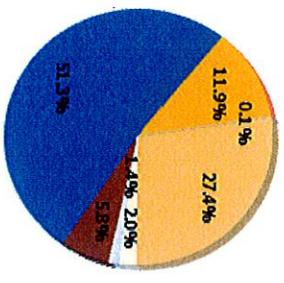
eschoolPLUS+

SCSD Live Database

District Morning Summary

This is a morning summary for the district. It is NOT live data, but is refreshed every morning.

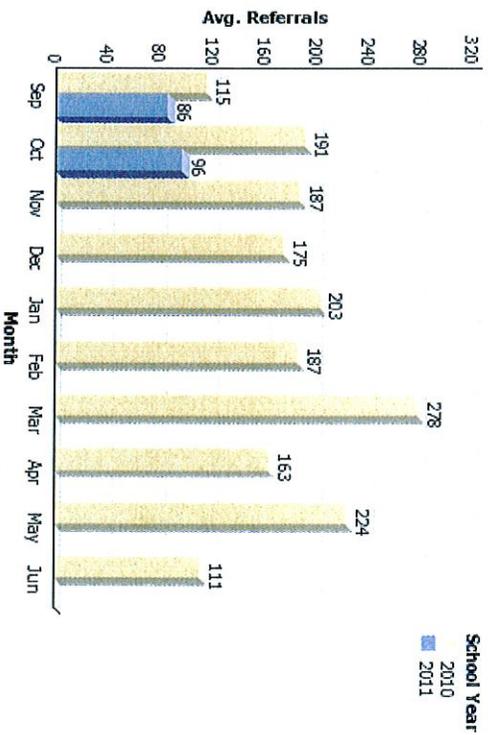
Enrollment by Race/Ethnicity



Race/Ethnicity	Count	% Total
2 or more races	420	2.0%
American Indian or Alaska native	309	1.4%
Asian	1,242	5.8%
Black or African American	10,990	51.3%
Hispanic	2,554	11.9%
Native Hawaiian / Other Pacific Islander	27	0.1%
White	5,375	27.4%
Total	21,417	

Data as of Oct 15, 2010

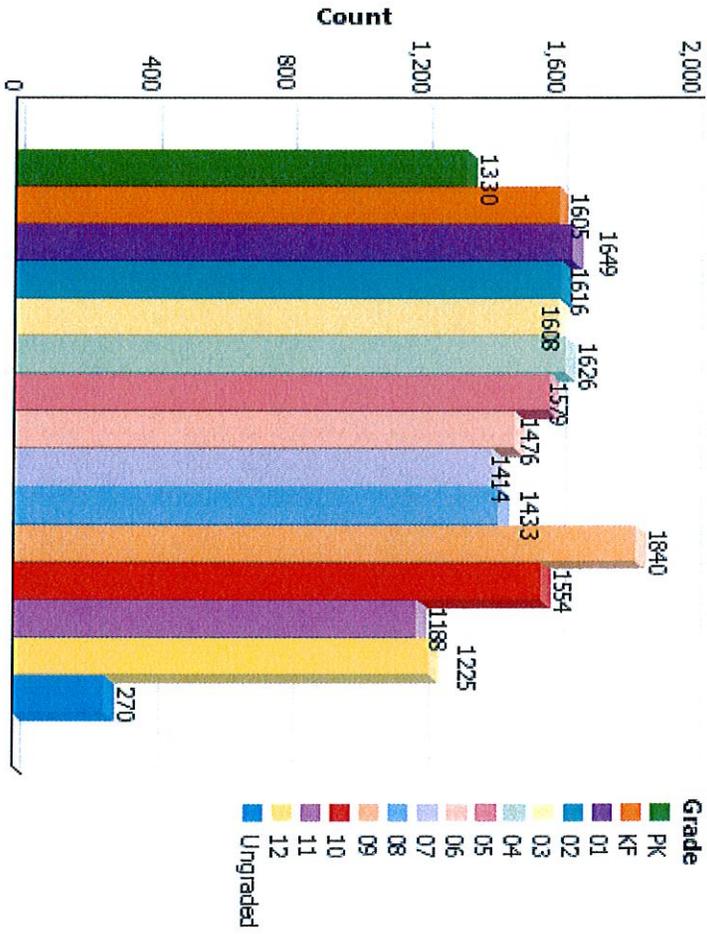
Referrals - Avg. by Month



*current month avg is calculated from # of days passed in the month
Data as of Oct 15, 2010

Filter by a building:
 * ALL BUILDINGS

Enrollment by Grade



Total Enrollment: 21,413

By Race/Ethnicity

2 or more races	428
American Indian or Alaska native	310
Asian	1,247
Black or African American	10,984
Hispanic	2,556
Native Hawaiian / Other Pacific Islander	27
White	5,861

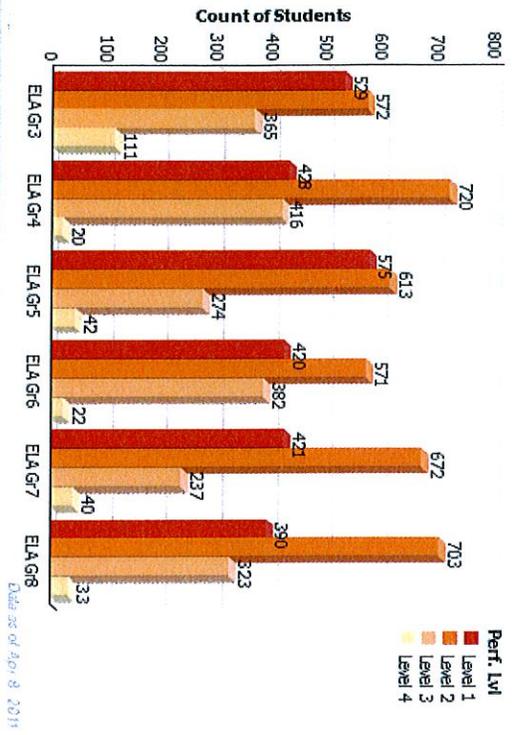
By Gender

Female	10,390
Male	11,023

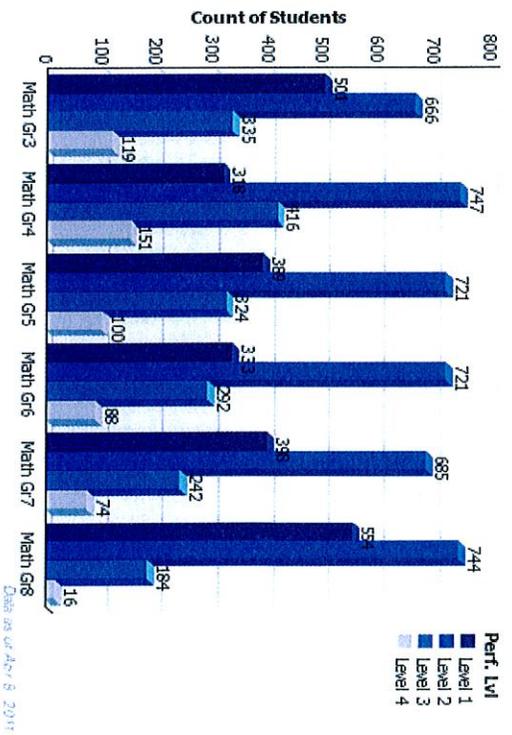
By Meal Status

Free	19
No app / App declined	14,527
Reduced	5,362
	1,505

2010 ELA Performance Distribution

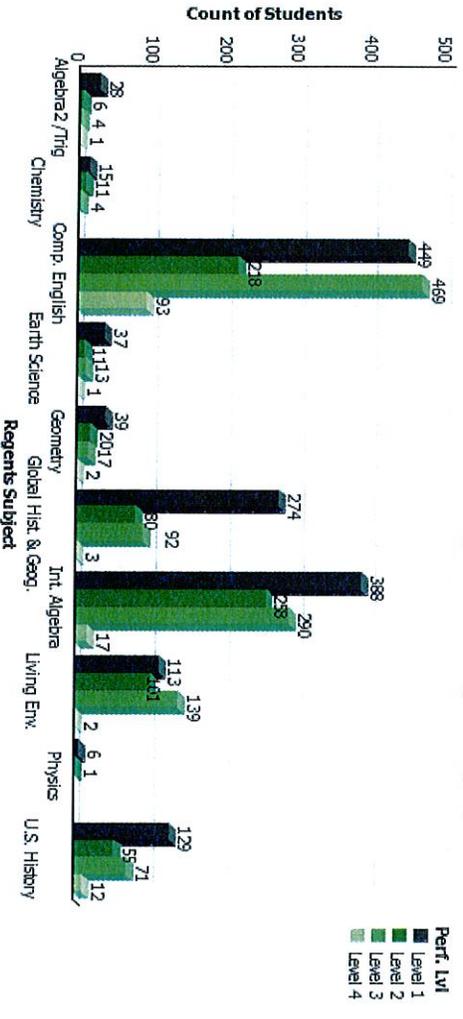


2010 Math Performance Distribution



2011 Regents Performance Distribution

*Data include all administrations (Jan., June, Aug.) that have taken place during the year



Date as of Apr. 8 2011

Enrollment

Assessment

Attendance

Discipline

primary

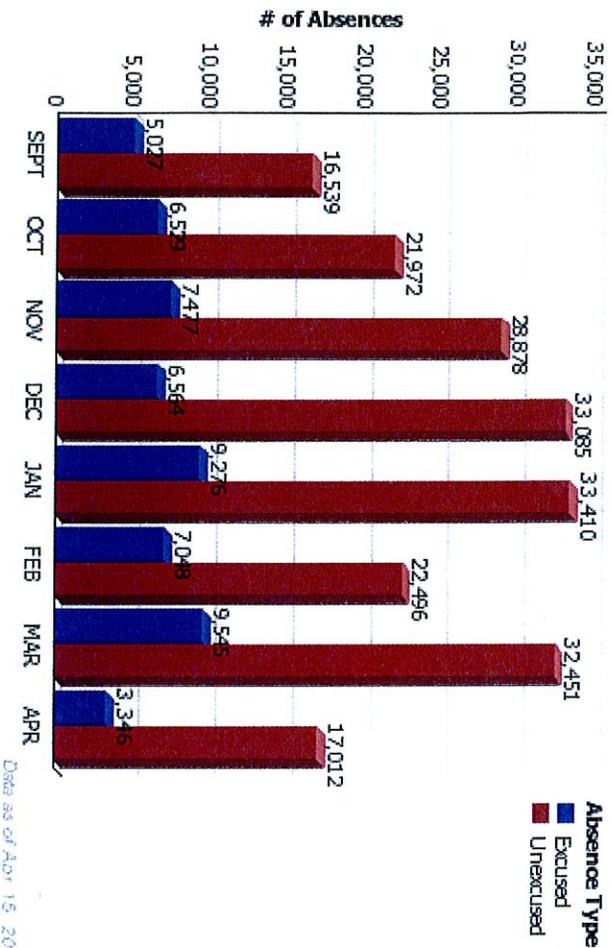
Attendance Summary

Filter by building of attendance:

NAME



2011 Absences by Month



Data as of Apr 15 2011

2011 Attendance by Month

Month	Total Membership	Absence Type	# of Absences	% Present
SEPT	342,782	Excused	5,027	98.5%
		Unexcused	16,539	95.2%
SEPT Totals:	342,782		21,566	93.7%
OCT	404,192	Excused	6,529	98.4%
		Unexcused	21,972	94.6%
OCT Totals:	404,192		28,501	92.9%
NOV	389,461	Excused	7,477	98.1%
		Unexcused	28,878	92.6%
NOV Totals:	389,461		36,355	90.7%
DEC	326,159	Excused	6,564	98.0%
		Unexcused	33,085	89.9%
DEC Totals:	326,159		39,649	87.8%
JAN	423,852	Excused	9,276	97.8%
		Unexcused	33,410	92.1%
JAN Totals:	423,852		42,686	89.9%
FEB	306,642	Excused	7,048	97.7%
		Unexcused	22,496	92.7%
FEB Totals:	306,642		29,544	90.4%
MAR	483,197	Excused	9,545	98.0%
		Unexcused	32,451	93.3%
MAR Totals:	483,197		41,996	91.3%
APR	216,055	Excused	3,346	98.5%
		Unexcused	17,012	92.1%
APR Totals:	216,055		20,358	90.6%

*Accuracy of attendance data is subject to proper error scans and calculations being run. As a result, monthly and overall total may vary slightly throughout the year.

Discipline Summary

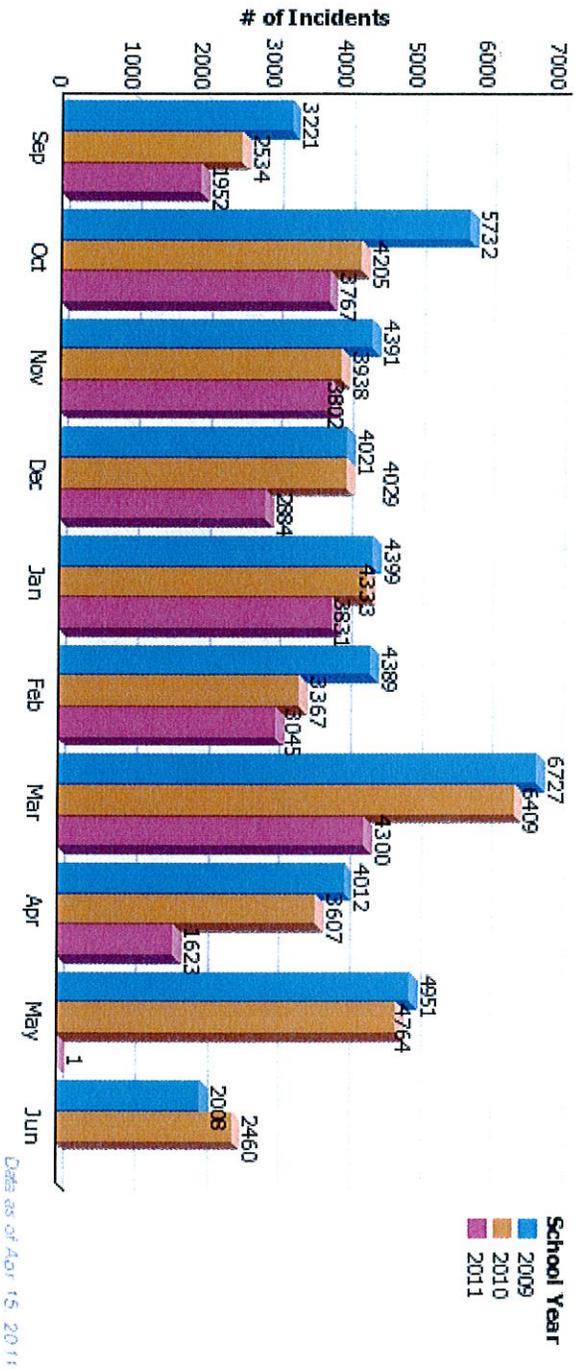
Filter by building of incident:

NAME



Incidents per Month

Three Year Comparison



2011 Actions

ISS/OSS

Action	# of Actions
ISS	10,357
OSS	6,872
Total	17,229

2011 Incidents

VADIR Status

VADIR Status	# of Incidents
Non-VADIR	17,298
VADIR	7,927
Total	25,225

Teacher Access

My Home Portal

My Home Page

Home Portal for ANTHONY OLEVANO

Staff ID: 27312

Email: aolevabf@scsd.us

My Building Data

Bldg #	Bldg Name	Primary Bldg	Primary HR	Secondary HR	Dept.	House/Team	Counselor	Teacher	Advisor
1	Institute of Technology at Syracuse Central	Y					N	Y	N
2	Huntington Middle School	N	101				N	Y	N
15	Hurlbut W. Smith Elementary School	N	A				N	Y	N

My HR Lists

Building #	Homeroom
2	101 View Class List
15	A View Class List

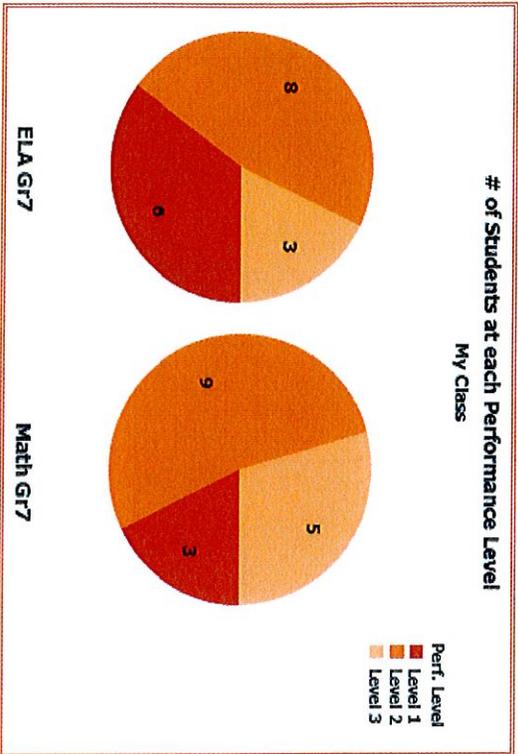
My Course Lists

School Year	First MP	Last MP	Bldg #	Course	Section	Description	Start Period	Room ID
2011	M3	M4	1	2140	3	Adv Algebra	2	203 View Class List
2011	M3	M4	1	0100	4	English 10	2	306 View Class List

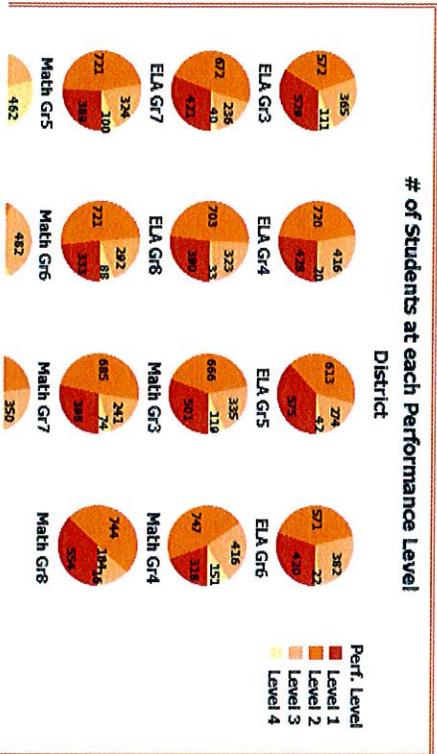
My Class List (Homeroom) Assessment Data - NYS 3-8

How many years of Assessment * 1 Year data do you want to display?:

of Students at each Performance Level



of Students at each Performance Level

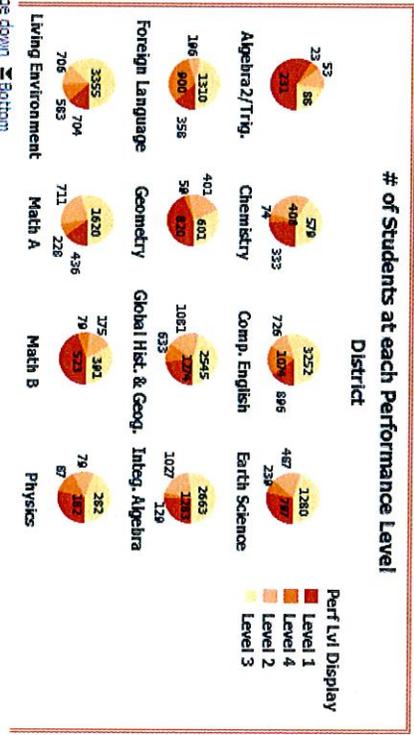
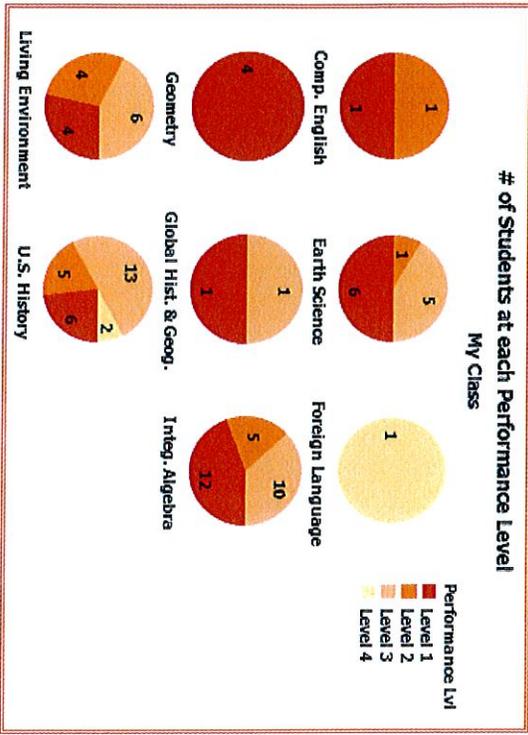


Building : 2 Homeroom: 101

Student ID	First Name	Last Name	Test	Test Date	Scale Score	Perf. Level
			ELA Gr7	Apr 20 10	628	Level 1
			Math Gr7	May 20 10	617	Level 1
			ELA Gr7	Apr 20 10	635	Level 1
			Math Gr7	Apr 20 10	655	Level 2
			ELA Gr7	Apr 20 10	629	Level 1
			Math Gr7	May 20 10	639	Level 2
			ELA Gr7	Apr 20 10	662	Level 2
			Math Gr7	May 20 10	652	Level 2
			ELA Gr7	Apr 20 10	655	Level 2
			Math Gr7	May 20 10	652	Level 2
			ELA Gr7	Apr 20 10	665	Level 3
			Math Gr7	May 20 10	660	Level 2
			ELA Gr7	Apr 20 10	691	Level 3
			Math Gr7	May 20 10	649	Level 2
			ELA Gr7	Apr 20 10	659	Level 3
			Math Gr7	May 20 10	649	Level 2
			ELA Gr7	Apr 20 10	691	Level 3
			Math Gr7	May 20 10	647	Level 2
			ELA Gr7	Apr 20 10	635	Level 1
			Math Gr7	May 20 10	611	Level 1
			ELA Gr7	Apr 20 10	640	Level 1
			Math Gr7	May 20 10	695	Level 3
			ELA Gr7	Apr 20 10	642	Level 2
			Math Gr7	May 20 10	626	Level 1
			ELA Gr7	Apr 20 10	662	Level 2
			Math Gr7	May 20 10	659	Level 2
			ELA Gr7	Apr 20 10	669	Level 3

My Class List (Course) Assessment Data - NYS 3-8

Regents data below shows the **HIGHEST** marks achieved in each subject area. Students having taken multiple exams for the same subject are only counted once, using their highest mark.



Building: 1 Course: 0100-4 -- English 10

Act Name	Enroll Name	Student ID	Subject	Scale Score	Performance Lvl
			Earth Science	48	Level 1
			Integ. Algebra	68	Level 3
			U.S. History	84	Level 3
			Foreign Language	94	Level 4
			Integ. Algebra	57	Level 2
			Living Environment	74	Level 3
			U.S. History	69	Level 3
			Integ. Algebra	48	Level 1
			Living Environment	99	Level 2
			U.S. History	57	Level 2
			Earth Science	54	Level 1
			Integ. Algebra	66	Level 3
			U.S. History	68	Level 3
			Earth Science	61	Level 2
			Integ. Algebra	57	Level 2
			U.S. History	35	Level 4
			Integ. Algebra	48	Level 1
			Living Environment	36	Level 1
			U.S. History	66	Level 3
			Integ. Algebra	69	Level 3
			Living Environment	34	Level 3
			U.S. History	86	Level 4
			Integ. Algebra	53	Level 1
			U.S. History	65	Level 3
			Comp. English	61	Level 2
			Earth Science	6	Level 1
			Global Hist. & Geog.	49	Level 1
			Integ. Algebra	54	Level 1
			Living Environment	53	Level 1
			U.S. History	63	Level 3

My Class List (Homeroom) Daily Attendance

Building: 2 Homeroom: 101

Daily Attendance is a calculated result based on how many attendance periods/courses a student is scheduled for on the given day. The student must be marked absent for EVERY period/course to be counted as a daily absence.

Membership days are the total number of days enrolled in the building based on Entry/Withdrawal data.

Color codes as follows:

- 100% Green
- 95-99% Light Green
- 90-94% Yellow
- 85-89% Orange
- < 85% Red

Last Name	First Name	Student ID	Membership Days	Excused Abs	Unexcused Abs	Total Abs	Attendance %
			29	1	5	6	79.3%
			107	0	0	0	100.0%
			107	0	7	7	93.5%
			107	0	2	2	98.1%
			108	0	0	0	100.0%
			23	0	3	3	87.0%
			107	0	2	2	98.1%
			107	0	0	0	100.0%
			107	0	6	6	94.4%
			107	0	7	7	93.5%
			28	0	4	4	85.7%
			108	0	6	6	94.4%
			108	0	1	1	99.1%
			107	3	0	3	97.2%
			107	0	0	0	100.0%
			107	0	5	5	95.3%
			107	0	0	0	100.0%
			108	1	1	2	98.1%
			107	0	1	1	99.1%

Student Summary Page
*Click on blue, underlined links to view more details for that data domain.

Doe, Jane - 00000000

Registration

Building: 2 - Huntington Middle School Grade: 08 Status: Active
Gender: Female Race: White Primary HR: Meal Status: Free Has 504 Plan?: No
DOB: Hispanic?: No Secondary HR: Has IEP?: Yes Has Success Plan?: No
Language: English House/Team: 08 Classification: Learning Disability

Contacts

First Name	Last Name	Contact Type	Priority	Lives With?	Email	Phone Type	Phone #
<input type="text"/>	<input type="text"/>	G	1	Y		C1	<input type="text"/>
<input type="text"/>	<input type="text"/>					H	<input type="text"/>

Assessments

HVS 3-8 Assessments
(Past 2 years only)

Assessment	Test Date	Scale Score	Perf. Level
ELA Gr6	Jan 2009	633	Level 2
ELA Gr7	Apr 2010	628	Level 1
Math Gr6	Mar 2009	620	Level 2
Math Gr7	May 2010	617	Level 1

Regents Assessments
(Regents test year subject)

Student has no Regents data

Attendance

School Year 2011 Daily Membership and Absences for current building

Membership Days	Excused Abs	Unexcused Abs	Total Abs	Attendance %
29	1	5	6	79.3%

Discipline

School Year 2011 Referrals

# of Incidents	# ISS	# OSS	# Other Actions
13	3	4	7

**MEMORANDUM OF UNDERSTANDING BETWEEN THE SYRACUSE CITY SCHOOL DISTRICT AND
THE SYRACUSE TEACHERS ASSOCIATION
PERSISTENTLY LOWEST ACHIEVING (PLA) SCHOOLS AGREEMENT**

Cohort 1, Year 2

Monday, April 18, 2011

INTRODUCTION: The Syracuse City School District (SCSD) and the Syracuse Teachers Association (STA), in an effort to support the District's schools identified as Persistently Lowest Achieving (PLA) by the New York State Education Department (NYSED), agree to address specific contractual issues and work collaboratively in order to create learning environments that produce increased student achievement. Teacher empowerment, teacher quality, parent engagement and student achievement are the cornerstones of this process and this agreement reflects the efforts of both parties to ensure that the Redesign Plans are successful.

- 1. Scope:** This agreement shall apply only to the three PLA schools identified by NYSED in the 2009-2013 school years: Fowler High, Hughes K-8 and Delaware Elementary. If more schools are identified as PLA in subsequent school years, the parties will meet to discuss and modify this MOU.
- 2. Status of STA Members Working in Redesign Schools:** Unit 1 members who work in a PLA School will retain all contractual benefits and protections except as outlined below. Matters not defined in this agreement shall be governed by the Unit 1 contract. All STA members in bargaining units, other than Unit 1, will continue to work under their existing contracts with no changes, including but not limited to hours per day, length of school year, wages, seniority and evaluation.
- 3. Working Conditions in Redesign Schools:** PLA Schools shall continue to follow State and federal laws and regulations, but each school's School Leadership Team (SLT) will (advise the principal) in guiding, monitoring and implementing the instructional program at each site. The provisions expressly set forth below will define the unique working conditions in the PLA:
 - A.** All Unit 1 employees shall work at the PLA Schools on a voluntary basis unless a shortage of willing staff requires administrative placements. If a Unit 1 staff members needs to be administratively placed at a PLA school, all efforts will be made to place a staff member who agrees to the provisions in this MOU. If a staff member is administratively placed and does not agree to the provisions in this MOU, then they will be excluded from the conditions not in the Unit 1 contract, including all conditions which provide additional compensation. All Unit 1 members may request a transfer following the procedures outlined in their contract.

- B. Compensation for additional work hours outside of the contractual work day as outlined in each PLA school's Redesign Plan and each school's listing of staff expectations shall be subject to negotiations between the STA and SCSD
- C. Non-tenured teachers, as needed, at Fowler High School shall be eligible to accept an additional instructional assignment. The additional assignment shall be compensated at 1/6th of their contractual salary.
- D. Where a PLA school's Redesign Plan requires a staff dress code, it will be the established upon the final recommendation of the SLT followed by a majority vote of approval by the staff.
- E. Mandatory professional development in the Redesign Schools will consist of training in SIOP, CCL, PBIS and FA. All other professional development shall be determined by the PLA School's SLT.
- F. The District, STA and SAAS agree that all new and/or existing collective bargaining agreements for classroom teachers and building principals assigned to schools in which the district is receiving §1003(g) funds to implement the Transformation model will be consistent with and/or amended and/or modified as necessary to require that all classroom teachers and building principals in such schools are evaluated in accordance with the provisions of Education Law §3012-c and Commissioner's regulations. The MPE, currently under revision, however, will continue to be the primary document used in the practitioner evaluation process. Teachers in PLA schools may be eligible for the Teacher Incentive Fund pay for performance incentives based on TIF guidelines agreed to by the District and bargaining unions.
- G. Each PLA School's SLT shall establish a subcommittee to analyze student and school data in order to monitor and support the redesign implementation. Data committee members shall meet biweekly to analyze data and inform the SLT members, and staff (grade level teams, academies, departments, etc.) of the data results. Data collected will include a staff survey which seeks staff input on the implementation of the Redesign Plan. Every effort will be made to meet within the school day, but Unit 1 committee members can be compensated up to 50 hours per year for their work outside of the established school day hours in the PLA School. This committee shall consist of one PLA school administrator, 2 SLT members and 2 additional Unit 1 members from the PLA School. Data collection will be supported by assigned RTTT Network Teams.

4. **Work Agreement (Staff Expectations):** Each PLA Redesign Team shall establish expectations for staff working in the school in alignment with the Redesign Plan and NYSED regulations. Any changes to the Work Agreement will be put in writing for the staff and approved by the SLT.

- A. All Unit 1 members will have in writing the expectations of their working conditions. This document shall include, but not be limited to, the following:
 - 1. The length of the instructional day, school day, workday and school year.
 - 2. Work required (if any) beyond the traditional (September through June) SCSD school year.
 - 3. Teacher evaluation measures beyond those described in the MPE.
 - 4. Any compensation beyond contractual salary.
 - 5. Home visits or any other off-site requirements.
 - 6. Professional development requirements.
 - 7. Additional instructional assignments.
 - 8. Any other extra-contractual obligations.
 - B. The Work Agreement (Staff Expectations) shall be revised annually to reflect each school's annual progress review and distributed to Unit 1 members no later than April 1st of each school year.
 - C. Members wishing to continue to work in the PLA School shall return a signed Request to Remain at the School form by April 15th of each year.
 - D. Members who do not wish to continue working at the PLA School will notify the SCSD by filling out an SCSD voluntary transfer following the District established timelines.
5. **Governance of Redesign Schools:** Instructional, budgetary and professional development decisions for each PLA School shall be charged to the SLT. The decision making process shall follow the consensus model as outlined in the Unit 1 contract.
 - A. Each school's SLT shall monitor the progress of the Redesign Plan on an ongoing basis. NYSED will conduct at least two (2) site visits per year and the resulting reports and recommendations shall be made available to staff through the SLT. These recommendations will be incorporated into the school's PLA application for the following year and their annual Comprehensive Education Plan (CEP).
 - B. Election of SLT members, other than those who were part of the original Redesign Team, shall follow the procedures outlined in the Unit 1 contract. Redesign members who were not SLT members previously, shall become SLT members in the first year of implementing the PLA Redesign Plan, and will run for re-election the following year if they seek to remain on the SLT.
6. **Monitoring and Intervention:** In order to ensure continuing accountability, each school's NYSED monitoring reports shall be made available to the District Redesign Panel consisting of 2 STA officers, the Superintendent, Deputy Superintendent for CIA, and a representative from SAAS.
 - A. The District Redesign Panel may at any time request to meet with a PLA School's SLT to monitor progress, seek clarification or express concerns.
 - B. If the parties, after meeting with a school's SLT, determine that an intervention is necessary, the Redesign Panel shall mutually determine and agree to the methods, terms and conditions of the intervention(s).

- C. It is understood that the SLTs are responsible for the monitoring of the implementation of the Redesign Plan following all NYSED/SCSD regulations and policies. Modifications to the plan can be made as a result of the NYSED monitoring recommendations or by the SLT in accordance to district and SED regulations.

7. Duration of the Agreement:

- A. This MOU shall take effect immediately upon the approval of the parties and shall remain in effect until June 30, 2013.
- B. If both parties agree, this MOU shall be used as the model for agreements for SCSD schools identified as PLA by NYSED and required to implement a transformation model.

Date of Agreement:

By:



Daniel G. Lowengard
Superintendent,
Syracuse City School District

By:



Kevin Ahern
President
Syracuse Teachers Association

By:



Brian Nolan
President
Syracuse Association of Administrators and Supervisors