



SYRACUSE CITY SCHOOL DISTRICT

Department of Special Programs

725 Harrison Street · Syracuse, NY 13210

Phone 315·435·5840 · Fax 315·435·4025

Sharon L. Contreras

Superintendent of Schools

May 11, 2012

Mr. Roberto Reyes, Title I Director
New York State Education Department
Room 365 EBA
89 Washington Ave.
Albany, New York 12234

Re: 1003(g) School Improvement Grant Update Application for 2012-2013

Dear Mr. Reyes,

A handwritten signature in black ink, appearing to read 'Roberto'.

Enclosed please find one (1) original and three (3) copies of the Syracuse City School District's 1003(g) School Improvement Grant Update application for the 2012-2013 school year. Our Cohort 1 schools - Delaware, Fowler and Hughes - have provided updates on the progress they have made in year 2 as well as a proposed budget for year 3. Our Cohort 2 schools - Corcoran, Grant, Henninger and Nottingham - have provided updates on the progress they have made in year 1 and a proposed budget for year 2.

Please feel free to contact me should you have any questions or concerns. Thank you for your ongoing support and assistance of Syracuse City schools.

Sincerely,

A handwritten signature in black ink, appearing to read 'Michael Puntschenko'.

Michael Puntschenko
Director of Special Programs

Cc: Laura Kelley, Chief Academic Officer
Dr. Zheadric Barbra, Director of School Reform

MP/kab
Enclosures

New York State Education Department
LEA School Improvement Grant Application Year 2 Update, FY 2011
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

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

Cover Page

LEA BEDS Code

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District: Syracuse City School District	
Address: 1025 Erie Blvd. West Syracuse, NY 13204	
Contact Person: Michael Puntschenko	Telephone: (315) 435-5840
Address of Contact: 1025 Erie Blvd. 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)

Sharon L. Contreras Sharon L. Contreras

Typed Name: **Sharon L. Contreras, Superintendent of Schools**

Date: **May 10, 2012**

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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:

COHORT 1 (FY 2009) SCHOOLS SERVED WITH 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		ELA and Math	Transformation	Appointed at the May 2010 School Board Meeting and started on July 1, 2010.
362859003861	Fowler High School		X	ELA, Math and Graduation Rate	Transformation	Appointed August 2008, and started as principal at Fowler in September 2008
362859003872	Hughes Elementary School	X		ELA	Transformation	Appointed at the May 2010 School Board Meeting and started on July 1, 2010.

SECTION II:

COHORT 2 (FY 2010) SCHOOLS SERVED WITH SCHOOL IMPROVEMENT GRANT FUNDS

School NCES ID#	School Name	Tier I	Tier II	Identified for	Model Implemented	Current Principal's appointment date
362859003850	Corcoran High School		X	ELA, Math and Graduation Rate	Transformation	July 1, 2008
362859003862	Grant Middle School	X		ELA and Math	Transformation	Appointed at the April 2011 School Board Meeting and started on July 1, 2011
362859003864	Henninger High School		X	ELA, Math and Graduation Rate	Transformation	Appointed at the May 2011 School Board Meeting and started on July 1, 2011
362859003871	Nottingham High School		X	ELA, Math and Graduation Rate	Transformation	Appointed at the May 2011 School Board Meeting and started on July 1, 2011

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SECTION III: TEACHER AND PRINCIPAL EVALUATION SYSTEM REQUIREMENTS

Directions: Provide documentation that your APPR plan has been approved by the Commissioner, and include a web-link to your approved plan. Also, check the statement that describes your current APPR:

In addition to your district's agreement to comply with the requirements outlined in this SIG application, your district has an approved APPR plan that describes how the district is implementing Education Law §3012-c and Commissioner's regulations for all classroom teachers and building principals in the district in 2012-2013, and ensures that all classroom teachers and building principals will be evaluated in accordance with these provisions. *

In addition to your district's agreement to comply with the requirements outlined in this SIG application, your district has an approved APPR plan that describes how the district is implementing Education Law §3012-c and Commissioner's regulations and all of its provisions for all classroom teachers and building principals in SIG Transformation and Restart schools in 2012-2013, and ensures that all classroom teachers and building principals in these schools will be evaluated in accordance with these provisions.

NOTE: Your district must submit proof of approval (in the manner described in the directions above) by no later than July 1, 2012. At the time of submission, the district must also clarify whether the APPR applies to all classroom teachers and principals in the district, or only those in the SIG Transformation and Restart Schools, in 2012-2013.

**We are currently working with the STA and SAAS to finalize our APPR plan for the 2012-2013 school year. Once we have reached an agreement with both bargaining units, the plan will be submitted to the New York State Education Department before the established deadline of July 1, 2012. Once the plan is submitted and approved, all administrators and teachers will be trained during the summer for full implementation in September 2012.*

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SECTION IV: DISTRICT SUPPORT OF PLA SCHOOLS UPDATE – Cohort 1, Year 3

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 2 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 3 Implementation*, please describe the actions that will be taken during the 2012-2013 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)	Plans for Year 3 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
<p>A District Office of School Reform (OSR) will be established.</p> <p><i>District Support of PLA Schools Update, Cohort I, Syracuse City School District</i></p>	<p>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).</p>	<p>The Office of School Reform will remain, although a new Director will be appointed due to retirement of the current Director.</p>	<p>The Office of School Reform will remain, under the direction of Dr. Zheadric Barbra who serves as the new Director.</p>	<p>Proceeding according to approved '09 SIG Plan</p>
<p>The District will implement a per-pupil school-based formula that is weighted</p>	<p>The Deputy Superintendent for Curriculum, Instruction and Assessment has</p>	<p>The Deputy Superintendent for Curriculum, Instruction and Assessment will be</p>	<p>The Chief Academic Officer for Curriculum, Instruction and Assessment will continue</p>	<p>Proceeding according to approved '09 SIG</p>

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<p>based on student needs.</p>	<p>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.</p>	<p>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)</p>	<p>to 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, Math and Literacy Coaches in all PLA schools.</p>	<p>Plan</p>
<p>Each PLA was allowed to establish its extended day requirement for both teacher professional development and extended tutorial/instructional time with students.</p>	<p>Delaware- has an extended hour of the school day for instruction. In September, due to 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</p>	<p>Flexibility for scheduling extended day programming to meet the needs of 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,</p>	<p>Flexibility for scheduling extended day programming to meet the needs of students will continue. The CAO, building administration and School Directors will then coordinate their plan with transportation and the Say Yes Program Director. Schedules will continue to be</p>	<p>Proceeding according to approved '09 SIG Plan</p>

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	<p>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>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>coordinated to maximize and provide increased instructional time for students during the school day, before and after school programming and during summer school. Additional PD time will be provided for all teachers in PLA schools as well.</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</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</p>	<p>A continuation of site reviews will be scheduled by the Director of School Reform to monitor implementation of the Redesign Plan action steps to increase student achievement. Continuation of regular walk-throughs will take place by the Director of High Schools, Middle Schools, Elementary Schools, Director of Curriculum and</p>	<p>Proceeding according to approved '09 SIG Plan</p>

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	<p>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>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>Staff Development and the Director of School Reform. Content field coordinators and other district directors will provide assistance when needed to support Redesign Plan goals.</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 will continue to be used to monitor student</p>	<p>The District evaluation process will be implemented as of July 1, 2011 in compliance with SED regulation and PLA requirements.</p>	<p>The District evaluation process was implemented as of February 2012 in compliance with SED regulation and PLA requirements.</p>	<p>Proceeding according to approved '09 SIG Plan</p>

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	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 inputting required data and by regularly monitoring the achievement data and performance of his/her own students.	The data dashboard is live and teachers and administrators will continue to utilize this resource to analyze data to support instruction. SCSD's IT department is still working to make the system more seamless in terms of utilization.	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	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	PLA schools will implement the use of Math and Literacy coaches for professional development and instructional support. Coaches will work collaboratively with District and building administrators to develop and implement PD in the building that allows for differentiated support for staff centered around the Common Core State Standards. They will also be responsible for facilitating teacher use of student performance data to inform and modify instructional decisions. All schools will be implementing and receiving feedback on the	Proceeding according to approved '09 SIG Plan

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	<p>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.</p>	<p>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 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</p>	<p>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 the continuation of the district CCL model and the continued utilization of the SCSD Instructional Observation Framework/Rubric. Building administration will provide feedback for scheduled data and status meetings as well as for providing 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 Race to the Top Network teams will also be utilized to serve as the Turn Key Trainers for Common Core State Standards, Student Learning Objectives and data-driven instruction.</p>	
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		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.	Further technology integration will be utilized in the PLA schools to enhance delivery of CCSS, data-driven decision making and instruction. The technology will be focused on both teacher and student use. To support integration more technology hardware and software will be purchased. The IT department will serve to support technology in the PLA schools. PD will be on-going for teachers with use of technology.	Proceeding according to approved '09 SIG Plan
Identify Partnerships to Support ELA schools	Say Yes and Community Partners have been	The District will continue to work with schools to find	Continued collaboration with CBOs and partners from the	Proceeding according to

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	established in all three schools as noted in their respective sections of this application.	additional partners from the community, business and higher education institutions to work with our PLA schools.	community, higher education and business sectors will occur to provide resources and additional support to assist in PLA schools.	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.	The District Parent Partnership Office will continue to provide support to parents of students and improve parent involvement in the PLA schools. SCSD will provide support via Parent University seminars which is provided through Say Yes to 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 decreased the percentage of tardiness as a result of the role of the Attendance Assistants.	Attendance Assistants will be retained and continue their work in the 2011-2012 school year.	Attendance Teams will continue in the 2012-13 school year.	Proceeding according to approved '09 SIG Plan

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SECTION IV: DISTRICT SUPPORT OF PLA SCHOOLS UPDATE – Cohort 2, Year 2

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 2 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 3 Implementation*, please describe the actions that will be taken during the 2012-2013 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 '10 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 '10 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, under the direction of Dr. Zheadric Barbra who serves as the new Director.	Proceeding according to approved '10 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	The Chief Academic Officer for Curriculum, Instruction and Assessment will continue to 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, Math	Proceeding according to approved '10 SIG Plan

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	Teacher Incentive Grant; a Small Learning Community Grant, and High School Graduation Initiative Grant.	and Literacy Coaches in all PLA schools.	
Each PLA was allowed to establish its extended day requirement for both teacher professional development and extended tutorial/instructional time with students.	<p>Delaware- has an extended hour of the school day for instruction. In September, due to 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.</p> <p>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.</p> <p>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>	Flexibility for scheduling extended day programming to meet the needs of students will continue. The CAO, building administration and School Directors will then coordinate their plan with transportation and the Say Yes Program Director. Schedules will continue to be 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. Additional PD time will be provided for all teachers in PLA schools as well.	Proceeding according to approved '10 SIG Plan
The District will provide technical assistance to PLA schools.	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	A continuation of site reviews will be scheduled by the Director of School Reform to monitor implementation of the Redesign Plan action steps to increase student achievement. Continuation of regular walk-throughs	Proceeding according to approved '10 SIG Plan

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	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)	will take place by the Director of High Schools, Middle Schools, Elementary Schools, Director of Curriculum and Staff Development and the Director of School Reform. Content field coordinators and other district directors will provide assistance when needed to support Redesign Plan goals.	
The District will develop an evaluation system for teaching staff for implementation July 1, 2011	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 will continue to be used to monitor student growth and performance during the school year.	The District evaluation process was implemented as of February 2012 in compliance with SED regulation and PLA requirements.	Proceeding according to approved '10 SIG Plan
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	The data dashboard is live and teachers and administrators will continue to utilize this resource to analyze data to support instruction. SCSD's IT department is still working to make the system more seamless in terms of utilization.	Proceeding according to approved '10 SIG Plan

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	<p>student, grade level, building and district achievement performance.</p>		
<p>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.</p>	<p>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</p>	<p>PLA schools will implement the use of Math and Literacy coaches for professional development and instructional support. Coaches will work collaboratively with District and building administrators to develop and implement PD in the building that allows for differentiated support for staff centered around the Common Core State Standards. They will also be responsible for facilitating teacher use of student performance data to inform and modify instructional decisions. 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 the continuation of the district CCL model and the continued utilization of the SCSD Instructional Observation Framework/Rubric. Building administration will provide feedback for scheduled data and status meetings as well as for providing 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 Race to the Top</p>	<p>Proceeding according to approved '10 SIG Plan</p>

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	implementation of Crew teams positively impacting building culture and behaviors.	Network teams will also be utilized to serve as the Turn Key Trainers for Common Core State Standards, Student Learning Objectives and data-driven instruction.	
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.	Further technology integration will be utilized in the PLA schools to enhance delivery of CCSS, data-driven decision making and instruction. The technology will be focused on both teacher and student use. To support integration more technology hardware and software will be purchased. The IT department will serve to support technology in the PLA schools. PD will be on-going for teachers with use of technology.	Proceeding according to approved '10 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.	Continued collaboration with CBO's and partners from the community, higher education and business sectors will occur to provide resources and additional support to assist in PLA schools.	Proceeding according to approved '10 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 District Parent Partnership Office will continue to provide support to parents of students and improve parent involvement in the PLA schools. SCSD will provide support via Parent University seminars which is provided through Say Yes to Education.	Proceeding according to approved '10 SIG Plan
Increase the number of Attendance Assistants to work directly in PLA	The District hired and assigned the Attendance Assistants who have	Attendance Teams will continue in the 2012-13 school year.	Proceeding according to

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schools	increased the number of students attending school regularly and also decreased the percentage of tardiness as a result of the role of the Attendance Assistants.		approved '10 SIG Plan
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SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE

Transformation Model

Complete for **each Cohort 1 school which received SIG funds** to implement the Transformation Model in the 2011-2012 SY.

School: Delaware Academy Elementary School
Grades Served: PK-5

NCES#: 362859003852
Number of students: 480

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 2 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 3 Implementation*, please describe the actions that will be taken during the 2012-2013 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. LEAs must address any findings provided by SED during PLA school visits or during Cohort 1 SIG monitoring visits in the *Characterization of Activity Progress*.

Required Action	Summary of Year 2 Implementation (no more than one paragraph for each activity)	Plans for Year 3 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	Administration will continue Assignment and implementation of	Administration will continue Assignment and implementation of	Proceeding according to approved

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Required Action	Summary of Year 2 Implementation (no more than one paragraph for each activity)	Plans for Year 3 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
transformation model	Redesign Plan. Administration:	Redesign Plan.	'09 SIG Plan
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (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 (2) Are designed and developed with teacher and principal involvement;	<ol style="list-style-type: none"> 1. Teacher and principal evaluation system implemented in January 2012 using Charlotte Danielson Framework and Teachscape System. All administrators and staff were trained and administrators completed test certifying them as evaluators. 2. Data Dashboard on line and activated. All instructional and support staff participated in over view on use of Data Dashboard by the district's IT Department. All staff will be Expected to use Data Dashboard to monitor and inform classroom instruction. 3. A schedule for administrative 	<ol style="list-style-type: none"> 1. Continue with full implementation of district and NYSED approved APPR evaluation system for principal and teachers. The Teacher Incentive Grant parameters will be incorporated in the evaluation system. 2. All staff will consistently use the DATA Dashboard to monitor and inform classroom instruction. The RTTT Network will continue to support staff in use of this data. 	<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 2 Implementation (no more than one paragraph for each activity)	Plans for Year 3 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	<p>walk-throughs and weekly debriefings by the administrative team was established for the 2011-2012 school year to monitor implementation of the Redesign Plan, including effective implementation of professional development. Additionally, teachers were provided specific feedback through electronic teacher/administrator reflective journaling (Teachscape System). Each administrator received from the district and uses an iTouch appliance that is used for feedback and instructional conferences. Walk-throughs and observations are ongoing.</p> <p>4. Data meetings were scheduled for the 2011-2012 school year with quarterly meetings of</p>	<p>3. Establish a schedule for the 2011-2012 school year for administrative walk-throughs and weekly debriefings to monitor implementation of the Redesign Plan, including effective implementation of professional development. Teachers will continue to be provided specific feedback through electronic teacher/administrator reflective journaling using iTouch appliance provided to each administrator. APPR software application to collect data on instructional practices during walk-throughs and during instructional conferences will be used.</p> <p>4. Data meetings will again be scheduled for the 2012-2013 school year with quarterly meetings of teachers and</p>	<p>4. Proceeding according to '09 SIG Plan.</p>

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	<p>teachers and administrators to review data gathered from weekly meetings facilitated by building Instructional Support Teachers (Instructional Coaches). Goals were set for each teacher for the 2011-2012 school year based on the 2010-2011 year's student performance data. Individual Professional Growth Plans were linked to this and the Redesign Plan goals.</p> <p>The RTTT Network Team worked with the administrative team and SLT to analyze data and develop benchmark assessments.</p> <p>5. Teacher performance review have been scheduled in alignment with the new evaluation model: Danielson rubrics and Teachscape System.</p>	<p>administration to review data gathered from weekly data meetings facilitated by building Instructional Coaches. Goals will be set for each teacher for the 2012-2013 school year based on the 2011-2012 year's student performance data. Individual Professional Growth 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 bench mark assessments.</p> <p>5. Teacher performance reviews will be scheduled in alignment with the new evaluation model established by the Syracuse City School District and approved by NYSED.</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>6. Student Centered Coaching (Expeditionary Learning Model) and CCL are in full implementation for teachers to monitor practices in measuring changes in instructional practices.</p> <p>7. Administration scheduled and regularly attends team meetings and individual meetings as required to monitor Redesign implementation.</p> <p>8. Weekly hour-long data meetings were scheduled and included time for PD and meetings with EL consultants.</p> <p>9. Data Dashboard prototype established and training provided. Administration and</p>	<p>6. Continue with the Student Centered Coaching (Expeditionary Learning Model) and CCL for teachers to monitor practices in measuring changes in instructional practices leading to accelerated student academic growth.</p> <p>7. Administration will schedule and regularly attend team meetings and hold individual meetings as required to monitor Redesign implementation.</p> <p>8. Weekly hour-long data meetings will be scheduled for the 2012-2013 school year and will include schedules for PD and meetings with EL consultants.</p>	<p>7. Proceeding according to '09 SIG Plan.</p> <p>8. Proceeding according to '09 SIG Plan.</p> <p>9. Proceeding according to '09 SIG Plan.</p>

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	<p>staff will use the Data Dashboard to monitor student achievement and to inform instruction. RTTT Network Teams assisted in training and use of this data.</p>	<p>9. Administration and staff will consistently use the Data Dashboard to monitor student achievement and to inform instruction. RTTT Network Teams will assist and support staff in the use of this data.</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. The stipend for principal leadership in school transformation was increased to \$10,000 based on the TIF grant research. Stipend will be awarded based on performance. 2. Teacher compensation for professional development and extended school day events remained in effect in the 2011-2012 school year. Teachers began the school year with EL Professional Development in August 2011. 	<ol style="list-style-type: none"> 1. The stipend for principal leadership in school transformation \$10,000 based on TIF grant research will be awarded based on performance. 2. Teacher compensation for professional development and extended day events will remain in effect for the 2012-2013 school year. 	<ol style="list-style-type: none"> 1. Proceeding according to '09 SIG Plan. 2. Proceeding according to '09 SIG Plan.

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	<p>3. The extended instructional hour continued for the 2011-2012 school year.</p> <p>4. Staff incentives were provided throughout the school year: holiday celebrations, drawings, etc.</p> <p>5. Coaches and several teachers attended EL Conferences in Rochester during summer and fall 2011. Coaches and several teachers attended EL Regional Conference in Syracuse in fall 2011. EL designed three Literacy Institutes for Delaware Academy instructional staff in 2012 which was attended by various grade level team members.</p> <p>6. SLT full membership in place</p>	<p>3. Extended instructional hour will continue for the 2012-2013 school year.</p> <p>4. Staff incentives will be provided the same as they were this year.</p> <p>5. Continued EL Conference attendance and collaboration with EL schools will continue.</p> <p>6. SLT membership and team to</p>	<p>3. Proceeding according to '09 SIG Plan.</p> <p>4. Proceeding according to '09 SIG Plan.</p> <p>5. Proceeding according to '09 SIG Plan.</p> <p>6. Proceeding according to '09 SIG Plan.</p>

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	and actively involved in school leadership.	continue.	
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. SIOP Coach provided ongoing PD throughout the school year with small teams and in larger PD sessions on the integration of language targets with learning targets as well as foundational SIOP tenants for newer staff. SIOP Coach worked closely with other building Instructional Coaches to align literacy and math with second language acquisition instructional practices.</p> <p>2. Professional Development schedule established and sessions implemented which was differentiated to meet the needs of staff as well as overall</p>	<p>1. SIOP tenants and language targets will continue to be incorporated and aligned with learning targets.</p> <p>2. Professional Development support for implementation and evaluation for effectiveness will continue in the 2012-2013 school year in EL/Literacy, Math, SIOP, FA, PBIS, Data Analysis and use of data to inform instruction. A Literacy</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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	school needs.	Coach and STEM/Math Coach will be hired to improve student achievement in ELA and math. Professional development will be supported through the expertise of a number of consultants. Included in the consultants being hired are: Denise Collier for expertise in curriculum and instructional program development; various consultants for support in Common Core initiatives; Pearson Professional Development consultant; School Turnaround Group Consultant to provide expertise in school reform; and Insight Education Group to build a framework for effective teaching. Additionally, Learn Zillion and Math and Science Gizmos licenses will be purchased for on-line interactive lessons to enhance math and science education.	

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	<p>3. Provided support to staff in the implementation of the <u>Treasures</u> reading series through grade level and individual teacher professional development.</p> <p>4. The <u>Treasures</u> reading series professional development and interim assessments for grades 3-5 were developed and used as a measure of student progress in those grades. The Instructional Coaches along with the Expeditionary Learning consultants provided PD in the integration of EL and <u>Treasures</u>.</p>	<p>3. Implement Syracuse City School District approved reading series and continue providing PD through grade level team and individual teacher professional development.</p> <p>4. Staff will attend PD and implement the Syracuse City School District newly established curriculum. Instructional Coaches along with selected classroom teachers will work on aligning the SCSD curriculum with Expeditionary Learning.</p> <p>5. Continue use of CCL structure for teacher reflection and observation of each other's</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. Instructional Coaches received training in and then facilitated school-wide Collaborative Coaching Learning (CCL) structures for classroom visitations.</p> <p>6. Expeditionary Learning provided coaches on-going professional development in Student Centered Coaching which they implemented throughout the year and aligned it with CCL.</p> <p>7. Tier 2-4 Interventions were continued throughout the school year:</p> <ul style="list-style-type: none"> · Fast ForWord · Wilson Foundations · Wilson Reading 	<p>practices.</p> <p>6. Continue with the Expeditionary Learning Student Centered Coaching whereby classroom teachers fully integrate student data in their instructional practice and students are aware of their data and monitor their own progress.</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. Interventions will be assessed to determine those which have a</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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	<ul style="list-style-type: none"> · Just For Words · Read Naturally · 6 + 1 Traits of Writing · First Steps (Math) · Origo Math <p>8. Expectations for all ELL students were raised and instructional redesign in place along with scheduling and professional development to allow for implementation.</p> <p>9. Instructional Coaches and selected classroom teachers planned and established for implementation of integrated curriculum maps incorporating EL structures/strategies.</p>	<p>significant accelerated impact on positive student academic growth.</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>9. Alignment of the Syracuse City School District's Curriculum and the EL structures will take place during summer 2012 for implementation during the 2012-2013 school year. All</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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		<p>staff</p> <p>will participate in PD on the SCSD curriculum and the Common Core. Instructional Coaches will provide support for</p> <p>staff in this area and also how EL is aligned with the curriculum. Several staff will participate in summer 2012 PD to prepare for this.</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</p>	<p>1. Technology was utilized in classroom instruction to build background knowledge, motivate and engage students and provide curriculum integration and coordination of instruction. The use and effectiveness was monitored through walk-throughs with feedback provided regarding</p>	<p>1. Technology will continue to be utilized in classroom instruction as outlined. Staff will receive upgrades to unusable technology and any classrooms lacking technology will receive tools, i.e.</p> <p>Lap tops, scanners, Smartboards, and mini-netbooks</p>	<p>1. Proceeding according to '09 SIG Plan.</p>

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<p>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>	<p>effective use.</p> <p>2. Field studies for the 2011-2012 school year were indentified, scheduled and were implemented with some being implemented during the final months of the school year.</p> <p>3. Staff compensation for extended school day and for professional development was unencumbered.</p> <p>4. The 2011-2012 Master Schedule included established</p>	<p>will be purchased for 4th and 5th grade students.</p> <p>2. Field studies for the 2012-2013 school year will be identified, scheduled and funding encumbered in September 2012.</p> <p>3. Staff compensation to continue for extended school day and additional professional development for the 2012-2013 school year. Additionally, \$7,200 was included in the year 3 budget to expand travel for professional development for administrators that could be brought back to the school.</p>	<p>2. Proceeding according to '09 SIG Plan.</p> <p>3. Proceeding according to '09 SIG Plan.</p> <p>4. Proceeding according to approved '09 SIG Plan.</p>

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	<p>staff meeting times and staff received the schedule in August/September 2011.</p> <p>5. A per pupil school-based budgeting formulas that is weighted for student needs was continued for the 2011-2012 school year.</p>	<p>4. Establish the 2012-2013 Master Schedule to include time for embedded professional development and team meetings. Master Schedule will be distributed to staff in August/September 2012.</p> <p>5. Continue per pupil school-based budgeting formula that is weighted for student needs.</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. Data Dashboard prototype is in place and staff has received training in the use of data dashboard.</p>	<p>1. All staff is expected to consistently use the Data Dashboard to monitor the performance and achievement of their students and to be able to track vertical achievement levels within the school. The RTTT Network Team will assist in using this data.</p>	<p>1. Proceeding according to approved '09 SIG Plan.</p>

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Required Action	Summary of Year 2 Implementation (no more than one paragraph for each activity)	Plans for Year 3 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
	<p>2. Interim assessments for the 2011-2012 school year began in September 2011.</p> <p>3. Interim assessment/data analysis meetings with staff were scheduled and held during grade level team meetings. Grades K-2 used Dibels Assessments, Grades 3-5 used Teacher created assessments based on the <u>Treasures</u> reading series.</p> <p>4. Formative Assessment was monitored and evaluated as part of the EL implementation.</p>	<p>2. Building and district assessments and schedules for implementation, reporting and data analysis will be developed and distributed to staff in August/September 2012.</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</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>5. SLT's Discipline Committee met as part of the overall PBIS team on a weekly basis.</p> <p>6. Targeted professional development was provided in PBIS and as needed to provided support to staff and students in targeted classrooms needing more intense interventions. District supported additional social/emotional and behavioral teams were established to meet</p>	<p>practice in all planning and instructional delivery to check for understanding and to inform future instruction.</p> <p>5. SLT, the Discipline sub-committee and administration will meet at regularly scheduled times to review building discipline referrals and infractions and to develop behavioral plans or interventions to address the needs of students. The PBIS Matrix will continue to be utilized.</p> <p>6. Targeted professional development will be provided as needed to support staff and students in classrooms where student behavior is issue. PBIS as the universal behavior 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>the ongoing needs of students and to provide additional support to staff.</p> <p>7. Due to budgetary issues in the district, TA sub positions were discontinued in the SCSD.</p> <p>8. Looping continues to be explored and evaluated for effective implementation.</p>	<p>will continue. The Peaceful People Program will continue. These programs along with the district initiatives and professional development in the area of social/emotional behavior interventions are expected to reduce the overall number of student behavioral infractions.</p> <p>7. This will remain in effect.</p> <p>8. A decision will be made regarding looping implementation for the 2012-2013 school year in June 2012.</p>	<p>7. Discontinued.</p> <p>8. Proceeding according to approved '09 SIG Plan.</p>
<p>Establish schedules and strategies that provide increased learning time</p>	<p>1. The 1 hour extended day instruction was implemented beginning September 2012.</p>	<p>1. Clear planning and confirmation of the extended school day schedule will be established in June 2011 and communicated for continuation in the 2012-2013 school year.</p>	<p>1. Proceeding according to approved '09 SIG Plan.</p>

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	<p>2. Expeditionary Learning Program's Crew component was in place in September 2011 and continued daily as an important component in providing a framework for instruction during the school year.</p> <p>3. Pre-K and full day Kindergarten screening and scheduling was in place September 2011.</p>	<p>2. Expeditionary Learning Program's Crew component will continue daily throughout the 2012-2013 school year.</p> <p>3. Pre-K and full day Kindergarten will continue for the 2012-2013 school year.</p>	<p>2. Proceeding according to approved '09 SIG Plan.</p> <p>3. Proceeding according to approved '09 SIG Plan.</p>
<p>Provide ongoing mechanisms for family and community engagement</p>	<p>1. Parent Liaison coordinated many family involvement events during fall 2011. The position went unfilled after the individual's departure in November 2011. Through collaboration with several school support staff and actively involved parents, parental/family</p>	<p>1. The school's Parent Involvement Committee which includes several parents will continue with scheduled meetings and develop a calendar of events for activities and events for the 2012-2013 school year. Parent Involvement Planning Meeting will take place in June 2012. The Parent Liaison position is discontinued for year 3.</p>	<p>1. Proceeding according to approved '09 SIG Plan. (Parent Liaison position discontinued.)</p>

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	<p>events and activities continued throughout the school year and are scheduled throughout the final months of the 2011-2012 school year.</p> <p>2. E-School was introduced at parent meeting. Surveys were completed at Open House. Parent Meetings held the first Friday of each month. A calendar of events for the 2011-2012 school year was developed.</p> <p>3. An Attendance Assistant was hired in September 2010 and continued working with families, staff and students on improving student attendance throughout</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. Student attendance will continue to be a high priority throughout the 2012-2013 school year. Support staff along with the Say Yes to Education Site Director will lend more support to this effort in the absence of the Attendance Assistant due to</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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	the 2011-2012 school year.	fiscal limitations.	
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>1. The SLT is established and has an active role in monthly meetings of monitoring the progress in the Redesign Plan and also in monitoring student achievement and looking at evidence of student work.</p> <p>These are standing agenda items at each monthly meeting and serve as the main role of this joint governance team.</p>	<p>1. The SLT will continue throughout the 2012-2013 school year. The team will have an active role in monthly meetings monitoring the progress of the Redesign Plan and monitoring student achievement.</p>	<p>1. 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	<p>1. The Director of School Reform coordinated with other Directors and district personnel to establish regular weekly site</p>	<p>1. The Director of School Reform will continue with coordination of weekly site visits and site reviews to provide feedback and monitoring of the Delaware</p>	<p>1. Proceeding according to approved '09 SIG Plan.</p>

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(such as a school turnaround organization or an EMO).	<p>visitations and site reviews to provide feedback and monitoring of the Delaware Redesign Plan and increased student achievement.</p> <p>2. The Director of School Reform coordinated SED visits for monitoring Redesign Plan implementation and student achievement progress.</p>	<p>Redesign Plan and increase student achievement.</p> <p>2. The Director of School Reform will continue coordinating SED visits for monitoring the Redesign Plan implementation and student achievement progress.</p>	<p>2. Proceeding according to approved '09 SIG Plan.</p>
<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>	<p>1. The Peaceful People partnership continued throughout the 2011-2012 school year. The Peaceful People Site Director participated in EL Professional Development and continues as an active member of the school's PBIS team. The Peaceful People Site Director works closely with school administration, the Say Yes Site Director and the building support staff in addition</p>	<p>1. The Peaceful People partnership will continue and be scheduled for the 2012-2013 school year. <i>*Please see program report for Peaceful Schools/Peaceful People at Delaware for 2010-2011. Report is included at the end of this proposal, after the FS-10s.</i></p>	<p>1. Proceeding according to approved '09 SIG Plan.</p>

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	<p>to the classroom lessons, collaborating with classroom teachers and providing student mediations.</p> <p>2. The School-based Health Clinic continue to partner to meet the needs of students and their families.</p> <p>3. The GED Program for families continued at Delaware. This encouraged this educational diploma for parents in the Delaware community.</p> <p>4. Continued and strengthened the partnership with Brown Memorial Church and St. Lucy's Church.</p> <p>5. Continued partnership with</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 parents in the Delaware community to attend.</p> <p>4. Continue partnerships with these faith establishments.</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>Syracuse University (Literacy Tutors, Uniform Donation Program), Onondaga Community College (Special Education Program), Bishop Grimes (Spanish Club presentations of plays for primary grades), Big Brother/Big Sister Program, and the Spanish Action League.</p> <p>6. Continue to reach out to Westside Tomorrow's Neighborhoods Today (TNT) and other Westside Neighborhood Initiatives Programs.</p>	<p>5. Continue partnerships that provide additional tutors, mentors and supports for Delaware students and families. Partnerships will also allow Delaware to implement its uniform initiative.</p> <p>6. Administration will continue to participate and attend meetings to build community culture and support for Delaware.</p>	<p>6. 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: Fowler High School
Grades Served: 9 - 12

NCES#: 362859003861
Number of students: 1171

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 LEA must provide a description of the reasons the activity has been delayed or discontinued. LEAs must address any findings provided by SED during PLA school visits or during Cohort 1 SIG monitoring visits in the *Characterization of Activity Progress*.

Required Action	Summary of Year 2 Implementation (no more than one paragraph for each activity)	Plans for Year 3 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 will remain to implement Redesign initiatives and monitor student achievement.	1. Ongoing	1. Proceeding according to approved '09 SIG Plan
Use rigorous, transparent, and	1. New teacher and principal	1. Danielson Framework/Teachscape	1. Proceeding according to approved

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<p>equitable evaluation systems for teachers and principals that-- (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 (2) Are designed and developed with teacher and principal involvement;</p>	<p>evaluation system has been implemented. Teacher evaluations are conducted using the Danielson Framework combined with Teachscape. Administrative evaluations are completed using the Reeves Matrix. All teachers and administrators have been trained in the use of the Danielson Framework. All Fowler administrators are certified in the use of the Danielson Framework. Both models are NYSED approved. Full implementation as of Mar. 1st of both models.</p> <p>2. Administration and staff will receive additional training and will use Data Dashboard to monitor and inform classroom instruction.</p> <p>3. Take One participation was low as initial participants did not receive feedback until the following school year. It was determined by the redesign committee/SLT that the professional development needs of our staff required more immediate</p>	<p>and Reeves Matrix will continue.</p> <p>2. Use of the Data Dashboard will continue. Training updates provided as needed.</p> <p>3. Take One has been replaced by extensive use of Collaborative Coaching Learning model and Peer Coaching. These two models for self-reflection and peer support for teacher improvement will continue</p>	<p>'09 SIG Plan</p> <p>2. Proceeding according to approved '09 SIG Plan</p> <p>3. Proceeding according to approved amended plan</p>

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	<p>feedback. The extensive use of the Collaborative Coaching Learning model and Peer Coaching models have replaced Take One as a priority. Both CCL and PC models provide more immediate feedback facilitating professional skill development through timely feedback. There are currently 5 active CCL teams and 15 PC coaching pairs working to improve instructional practice. CCL groups are supported by a team of instructional coaches. PC participants engaged in 30 hours of training.</p> <p>4. Administrative walk-through schedules were 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. This will</p>	<p>4. Schedules will continue to be modified to account for the doubling of the evaluation case load. Walk-through protocols will align with Danielson Framework. Walk-throughs will be established throughout the year.</p>	<p>4. Proceeding according to approved '09 SIG plan</p>

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	<p>allow administrators to collect data on instructional practices during walk-throughs for use during instructional conferences.</p> <p>5. More students were 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. However we experienced a slight reduction of enrollment in College courses (14 students) from the previous year. Expanded course offerings by two additional college courses. Enrollment for year 2 in college and Advanced courses totaled 290. This surpasses our enrollment target of 20 students. We have expanded course offerings by adding two additional college level classes (AP English and ESF Economics). Career Specialist has facilitated six year-long internships and six students participated in a year-long field</p>	<p>5. Efforts will continue as stated in Year 2 with an effort to maintain enrollment levels in college and advanced courses at 20% to 25% of our total enrollment during year 3. Career Specialist will continue to facilitate internship and field experience opportunities for students. Monitoring between 6 and 10 participating students. Opportunities will vary depending upon availability of internship slots.</p>	<p>5. Proceeding according to approved '09 SIG plan</p>

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	<p>experience at Crouse Hospital. Over 183 students participated in external field experiences throughout the year with approximately 30 business/community partners participating.</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. Data meetings were implemented. Extensive training provided by internal Instructional Coach and external district level personnel was provided. Teachers utilized the Brambick-Santoyo model. This resulted in new systems to analyze student performance data and the development of action plans to address instructional needs.</p>	<p>6. Data meetings will continue using the new SLO system and benchmark testing provided by the district. Meetings will be facilitated by the Instructional Literacy/Math Coaches and administrators. On-going training will be provided to staff during the summer of 2012 and throughout the school year.</p> <p>7. Peer Coaching and the use of</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>7. Peer Coaching and CCL were implemented during year 2. Five Collaborative Coaching Teams and 15 Peer Coaching groups were established this year.</p> <p>8. Benchmark development and implementation, analysis of data and plans to address data findings will be structured and operationalized in the 2011-2012 school year. Benchmark testing has been implemented in all core areas with scheduled data review meetings. Teachers have received initial and on-going trainings using the model developed by Bambrick-Santoyo, <i>Driven by Data</i></p>	<p>Collaborative Coaching Learning teams (CCL) will continue in Year 3. The number of CCL teams will depend on the availability of support staff to cover classes as this model is labor intensive. All other staff will participate in Peer Coaching.</p> <p>8. Benchmark testing will continue and the data work will combine with the new SLO requirements.</p>	<p>8. 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</p>	<p>1. 48 teachers were used to fill the 1/6 positions during year 2. The incentives referenced were not implemented due to reductions to</p>	<p>1. The 1/6 class offering will no longer take place. Mini-grants and the proposed technology incentives will not take place.</p>	<p>1. Proceeding according to approved amended plan</p>

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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>the year 2 budget.</p> <p>2. This item was negotiated for year 2. Stipend will be awarded based on performance.</p>	<p>2. Will continue as approved.</p>	<p>2. Proceeding according to approved amended plan</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 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 master schedule for professional development in all areas was implemented, monitored and adjusted as needed throughout the year.</p> <p>2. Superintendent's Days, district half- days and summer professional development will be included in the master schedule. District level training in accordance with the school district calendar was included in the master schedule for professional development.</p> <p>3. Professional development offered at district and local school level.</p>	<p>1 CCL, PC, SIOP, Formative Assessment, PBIS will continue in year 3. The use of a year-long professional development schedule will continue.</p> <p>2. Completed at the district level annually.</p> <p>3. PD funds will support hiring consultant(s) to facilitate for summer PD days and for training throughout the 2012-2013 school year. Included in the consultants</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 amended plan</p>

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	<p>4. Special education and support staff will receive targeted PD in prioritized curricula which was provided by district level Special Education department.</p> <p>5. CCL and PC were implemented during the school year. See above. Teachscape video cameras were not implemented as part of a district decision.</p> <p>6. Peer Coaching was implemented</p>	<p>being hired are: Denise Collier for expertise in curriculum and instructional program development; School Turnaround Group to provide expertise in school reform; various consultants for support in Common Core initiatives; Insight Education Group to build a framework for effective teaching; Agile Mind; and Authentic Education for continued Understanding by Design training.</p> <p>4. Will continue to be provided by the district's Special Education department.</p> <p>5. See Citations above for CCL/PC</p> <p>6. Ongoing</p>	<p>4. Proceeding according to approved '09 SIG plan</p> <p>5. Proceeding according to approved amended plan</p> <p>6. Proceeding according to approved '09 SIG plan</p>

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	<p>school-wide.</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 . Initial trainings will be provided summer 2012 with full roll-out 2012-2013 school year.</p> <p>8. Take One was replaced with CCL and PC. Initial trainings in the Common Core implemented during Year 2.</p> <p>9. Use of content teachers to support ELL students was implemented. Current status under review as additional ELL staff may be added.</p>	<p>7. Full district roll out of Common Core will take place summer 2012. On-going training will take place throughout the year.</p> <p>8. CCL and PC will continue. Take One will remain as an option for staff who are interested.</p> <p>9. These supports will be restructured as determined by course requests and student success. Additional supports may be eliminated pending further budget reductions and/or additional ELL staffing becoming available. This would decrease the need for additional content staff. To be determined in June 2012.</p>	<p>7. Proceeding according to approved '09 SIG plan</p> <p>8. Proceeding according to approved amended plan</p> <p>9. Proceeding according to approved '09 SIG plan</p>

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	<p>10. Planning template was evaluated and remained in place.</p> <p>11. Future internal site reviews will be conducted in order to assess professional development initiative implementation. Will continue in May using the new self-evaluation tool provided by NYSED.</p>	<p>10. Planning template will be evaluated by the SLT and updated to reflect any needs of the new curriculum and Common Core.</p> <p>11. Will continue with reviews in accordance with pending district initiatives.</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>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. Extension of Service was implemented for professional development participation. The “mini-grants” and technology grants were not implemented due to the reduction in the year 2 budget. 2. Netbooks have been used as anticipated. The “Moodle” technology is used for communication in on-line course work that some teachers are participating in. After initial trial it was determined that standard email was more efficient for communication. 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. 	<ol style="list-style-type: none"> 1. Extension of service payments will continue for professional development. 2. Teacher use of Netbooks will continue in year 3. Teachers use this technology for research, quick internet access, communication, and lesson preparation. 3. Ongoing pending budget reductions. 	<ol style="list-style-type: none"> 1. Proceeding according to approved amended plan 2. Proceeding according to approved '09 SIG plan 3. Proceeding according to approved '09 SIG plan

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<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>	<ol style="list-style-type: none"> 1. The implementation of Naviance has been successful with 1007 students registered in the system. The SLT will evaluate the use of this software as it may facilitate a completely different direction for our ILP's. 2. The 4-Tiered RTI framework was implemented for all students at the building level. Data from RTTT Network Team assisted in targeting student supports. 3. The PBIS model and structured incentive system was implemented. This was supported by our Dean of Students and an outside support. Mediation programing was implemented with training provided through "Contact." Currently have 9 trained student mediators, with 5 of those students actively mediating. Student lead mediations totaled 25 since Nov. 2012. Staff trained mediators total 5 with adult lead mediations 	<ol style="list-style-type: none"> 1. The ILP initiation will be evaluated for effectiveness. The Naviance software package may replace this initiative. 2. Will continue as approved. 3. The mediation will remain. But the PBIS initiatives will no longer be funded using SIG funds. 	<ol style="list-style-type: none"> 1. Proceeding according to approved amended plan 2. Proceeding according to approved '09 SIG plan 3. Proceeding according to approved amended plan

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	<p>totaling approximately 200.</p> <p>4. Talent Development programming continued during Year 2.</p> <p>5. On-going programing Adopt a Senior, 100 Black Men, and Teen MOPS are currently in place.</p> <p>6. Fast ForWord continued in year 2 but will be replaced through alternate services currently in the process of evaluation for effectiveness. After analysis of the two year data it has been determined that the program</p>	<p>4. Talent Development will be replaced by alternate math and ELA programming as part of a new district-wide initiative. Literacy Coach and STEM/Math Coach will be hired as well as implementation of Ramp Up Literacy and Ramp Up Algebra to improve student achievement in ELA and math. Purchased service with Agile Mind will provide tools and services to effectively manage instruction.</p> <p>5. Adopt a Senior, 100 Black Men, and Teen MOPS are currently in place and will continue during year 3.</p> <p>6. After analysis of Read 180 and an embedded program approach using “Ramp Up” for reading support a determination will be made on a new intervention model(s) to support students.</p>	<p>4. Proceeding according to approved amended plan</p> <p>5. Proceeding according to approved '09 SIG plan</p> <p>6. Proceeding according to approved amended plan</p>

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	<p>discontinue as a reading intervention. Read 180, Ramp Up – ELA, are programs being reviewed. Read 180 was researched this year and is a strong possibility for implementation next year. Scheduling prevented a mid-year implementation.</p> <p>7. NJROTC continued this year. Project based learning was implemented in Social Studies and Science classes.</p> <p>8. Training on differentiation, the use of student performance data to drive instruction has been implemented as part of our Professional Development plan. Brambick-Santoyo’s was our main focus. Books listed below have been and will continue to be used for professional development. <i>Driven by Data</i> by Paul</p>	<p>7. Instructional methods that develop knowledge through projects will continue to be encouraged. Due to difficulty in finding and retaining qualified instructors the NJROTC program was withdrawn from the application and will discontinue.</p> <p>8. Future purchases of professional literature of this type will not be included in year 3. Materials purchased during year two will carry over and be used for our professional reading.</p>	<p>7. Proceeding according to approved amended plan</p> <p>8. Proceeding according to approved '09 SIG plan</p>

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	<p>Brambrick-Santoyo. <i>Teaching with Poverty in Mind: 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. The National High School Center template was discontinued in year 2 and was replaced by the SCSD developed Data Dashboard.</p> <p>10. During year 2 we tested 836 students in January using SRI and are currently retesting students as of this report. The January results were as follows; 10% (81 students) Advanced, 19% (161 students) Proficient, 32% (268 students) Basic, 39% (326 students) Below Basic.</p> <p>11. Working with Janel Milana our SESIS liaison to develop a professional development plan. This included working with both general education and special</p>	<p>9. Data Dashboard will continue to be utilized in year 3.</p> <p>10. Student performance assessment using SRI, GMRT/CTBS will continue. New benchmark exams aligned with Common Core Standards will be provided by the district.</p> <p>11. On-going as part of our Special Education program review process and professional development.</p>	<p>9. Discontinued</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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	education teachers to plan for special education students in a consultant teacher model..		
Establish schedules and strategies that provide increased learning time	<ol style="list-style-type: none"> 1. School day was reduced to four block schedule during the 2011-2012 year. Alternative class was not implemented due to reduction in year 2 budget. 2. Extension of service two days each week was implemented. 3. Fast ForWord intervention programming continued during the year. Read 180 was not implemented. 4. Use of technology to increase student course opportunities and online distance learning as part of our Next Generation Learning Grant was not implemented during 2011-2012 school year. Virtual classroom programming is being piloted at this time.. 	<ol style="list-style-type: none"> 1. The four block instructional day will be replaced with a new seven period schedule. This is part of district wide initiative for high schools. 2. Pending outcome of new schedule protocols and contractual agreements. 3. Fast ForWord will not continue in year 3. Alternate programs are currently being evaluated for year 3 implementation as indicated above. 4. Piloting virtual classroom using <i>Advanced Academics</i> during Year 3. 	<ol style="list-style-type: none"> 1. Proceeding according to approved amended plan 2. Proceeding according to approved '09 SIG plan 3. Discontinued 4. Delayed

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	<p>5. Naviance is fully implemented with 1007 students registered to use the system.</p> <p>6. These technology strategies will continue to increase and supplement classroom learning time.</p> <p>7. The Instructional Literacy Coach will provide teacher support and professional development, coaching and data analysis. Implemented through the use of <i>Driven By Data</i>, Brambick-Santoyo</p> <p>8. We ordered 7 Lenovo L420 Thinkpads with Microsoft Office and anti-virus. These machines were ordered to be combined with 13 laptops that were ordered last year and placed in a cart so teachers would have a cart with 20 laptops to use with classes.</p>	<p>5. Naviance implementation will continue and possibly expand as our ILP tool.</p> <p>6. Ongoing</p> <p>7. Implemented through the use of <i>Driven By Data</i>, Brambick-Santoyo and district training.</p> <p>8. Smartboards (each room), desk top computers (each room), lap top carts, and updated computer labs have been purchased through our FFE budget as part of our extensive renovation project. The SCSD will continue with its three year replacement/upgrade plan depending on available funding.</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>

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<p>Provide ongoing mechanisms for family and community engagement.</p>	<ol style="list-style-type: none"> 1. Two Dean positions were implemented during year 2. The objective was to use the positions to develop a positive school climate through mediation and PBIS supports. One Dean was responsible for the development and implementation of a professionally trained student and teacher mediation team in an effort to reduce out of school suspensions. The second position was charged with the implementation of a comprehensive Secondary PBIS support model to promote good attendance and responsible school behavior. Both individuals conducted 325 home visits. 2. Two conference days were implemented for parent conferences. The Guidance department conducted 389 grades 9-12 planning conferences with parents. 3. The district implemented the new <i>School Messenger</i> system. This technology allows to send notifications about testing, safety, and school news to all listed 	<ol style="list-style-type: none"> 1. One Dean position will be discontinued in year 3. 2. Ongoing. 3. The new <i>School Messenger</i> system will continue. 	<ol style="list-style-type: none"> 1. Proceeding according to approved amended plan 2. Proceeding according to approved '09 SIG plan 3. Proceeding according to approved '09 SIG plan

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	<p>family phone numbers in just over an hour.</p> <p>4. The Red Cross Blood Drive will continue as a community engagement/service project.</p> <p>5. The social worker continued to counsel and conduct home visits and establish community support connections for students and families. The Deans assisted in home visits and improving attendance.</p> <p>6. Due to renovations the Literacy Zone Adult Ed. Program opportunities for parents was postponed. Once building renovations are completed we will continue this initiative.</p>	<p>4. Ongoing</p> <p>5. Ongoing</p> <p>6. Due to construction the initiative will be postponed.</p>	<p>4. Proceeding according to approved '09 SIG plan</p> <p>5. Proceeding according to approved '09 SIG plan</p> <p>6. Delayed</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</p>	<p>1. School schedules were established by July 1 for the school year, and 6th course was utilized as needed.</p> <p>2. A school summer program was</p>	<p>1. The procedure may be delayed this year only due to the implementation of our new 7 period day and realignment of course sequences.</p> <p>2. Summer programming will</p>	<p>1. Proceeding according to approved amended plan</p> <p>2. Proceeding according to</p>

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increase high school graduation rates	<p>implemented in 2011. This program included typical credit recovery classes and on-line credit recovery courses.</p> <p>3. Spring middle school shadow days were again implemented with all students scheduled for Fowler.</p> <p>4. The total number taking college level courses for 2011-2012 was 199. This is a decrease of 14 students. We did expand course offering with the addition of AP English and SUNY ESF economics..</p> <p>5. ELL support was provided as part of regular summer school and Title III programming.</p> <p>6. Deans of Students worked with</p>	<p>continue offering recovery classes and online courses during year 3.</p> <p>3. Summer bridge programming will be implemented summer 2012. Teachers will implement leadership, academic, and community building activities to support transition to high School. This is in addition to grade 8 shadow days.</p> <p>4. College level courses will continue to be offered in the 2012-2013 school year.</p> <p>5. ELL summer support is projected to continue during year 3.</p> <p>6. Efforts will scale back due to</p>	<p>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</p>

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	administration; counselors, social workers and students to increase attendance and improve expected behavior and graduation rates.	reduction in staffing.	amended plan
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. 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) was not hired due to budget reduction in year 2. 	<ol style="list-style-type: none"> 1. Ongoing 2. Ongoing 3. NA 	<ol style="list-style-type: none"> 1. Proceeding according to approved '09 SIG plan 2. Proceeding according to approved '09 SIG plan 3. Discontinued Not implemented due to budget reduction in year 2.
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. This year we have initiated partnerships with WCNY, Spanish Action Leagues, Lockheed Martin. Levels of support range from site visits and field experiences to on-going presentations at our school. 	<ol style="list-style-type: none"> 1. Ongoing 	<ol style="list-style-type: none"> 1. Proceeding according to approved '09 SIG plan

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	<p>Mentoring partners include 100 Black Men, Teen MOPS and Hillside. Continued establishment of a credit union sponsored by Syracuse Federal Cooperative, operating a full student-lead branch at our location.</p> <p>2. The Free and Reduced lunch applications for the 2011-2012 school year are as follows: 82% Free, 5% Reduced, 14% Form Not Returned.</p> <p>3. Fowler collaborated with WCNY on the Teacher Wall an online site funded by Scholastic and the Bill and Melinda Gates Foundation, A program to highlight exemplary teaching.</p> <p>4. Fowler worked with outside service agency <i>Contact</i> to provide Two Student Assistance Counselor positions providing counseling services for approximately 30 students. Working with this agency a Graduation Initiative</p>	<p>2. Ongoing efforts to increase the return of applications will continue.</p> <p>3. Ongoing</p> <p>4. Ongoing</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>Counselor was also established servicing 27 students.</p> <p>5. LPP tutoring services continued throughout the year serving a case load of 87 students.</p>	<p>5. Ongoing</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 2012-2013 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.

Required Action	Summary of Year 2 Implementation (no more than one paragraph for each activity)	Plans for Year 3 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	Administration will remain the same.	Administration will remain the same.	Completed
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--	1. Teacher and principal evaluation system rolled out and fully implemented for all teaching	1. All administration and teaching staff will be evaluated using the new state approved teacher	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 (2) Are designed and developed with teacher and principal involvement;</p>	<p>staff.</p> <p>2. Administration and staff will receive additional training and will use Data Dashboard to monitor and inform classroom instruction.</p> <p>3. All staff completed Take One, two teachers received National Board certification, four more teachers in the process of National Board certification.</p> <p>4. All new staff to Hughes completed SIOP training. Staff implemented SIOP strategies in classroom planning and instruction. Administration, through walk-throughs and teachers through CCL, monitored implementation of SIOP. CCL was facilitated by the literacy coaches</p> <p>5. Staff will continue to use netbooks for student data review and self reviews as a part of the new teacher evaluation system.</p>	<p>evaluation system.</p> <p>2. Use of the Data Dashboard will continue. Training updates provided as needed.</p> <p>3. Teachers will be encouraged to participate in Take One and National Board certification on a voluntary basis.</p> <p>4. CCL and SIOP will continue as all staff receives PD on the new district curriculum and the Core Common Standards.</p> <p>5. Staff will continue to use net books for student data review and self reviews as a part of the new teacher evaluation system.</p>	<p>Proceeding according to approved '09 SIG plan</p> <p>3. Proceeding according to approved amended plan</p> <p>4. Proceeding according to approved '09 SIG plan</p> <p>5. Proceeding according to approved amended plan</p>

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	<p>6. Administration and staff used the SIOP protocol to guide effective instructional planning and delivery</p> <p>7. Teachers and principals reviewed student data at weekly data meetings; facilitated by literacy Coaches.</p> <p>8. Administration conducted two observations using the Danielson Framework and all teachers participated in the new teacher evaluation system.</p> <p>9. The TA sub positions were replaced with daily subs. Hughes hired a math teacher to reduce class size and provide a Math in Careers course to eighth grade.</p> <p>10. Algebra was offered as a high school credit course to % of eighth grade students. Advanced math was also offered to % seventh grade this year. Spanish was offered to 100% of</p>	<p>6. Look fors will be determined by the new district curriculum and benchmarks.</p> <p>7. Teachers and principal will review student work samples and quantitative data as it applies to the new core common standards.</p> <p>8. All administration and teaching staff will be evaluated using the new state approved teacher evaluation system.</p> <p>9. TA positions have been eliminated from the budget. The math teacher will no longer be funded by SIG. A new district wide middle school schedule will change the staffing allocations for math.</p> <p>10. Advanced math in seventh grade, algebra in eight grade and Spanish in eighth grade are predicted to be offered.</p>	<p>6. Proceeding according to approved amended plan</p> <p>7. Proceeding according to approved '09 SIG plan</p> <p>8. Proceeding according to approved '09 SIG plan</p> <p>9. Discontinued</p> <p>10. Proceeding according to approved '09 SIG plan</p>

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	<p>eighth grade students who will take the proficiency for HS credit in June 2012.</p> <p>11. AVID strategy implementation and professional development for ELA staff grades 7-8 by AVID trainer. A group of 5-8 teaching staff will attend summer national conference summer 2012.</p>	<p>11. Up to eight additional teachers will be trained in the AVID elective allowing AVID strategies to be taught consistently from grades 5-8.</p>	<p>11. Proceeding according to approved amended 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>	<ol style="list-style-type: none"> 1. The stipend for principal leadership in school transformation increased to \$10,000 based on the TIF grant research. Stipend will be awarded based on performance in August. 2. Staff received additional pay for work beyond the school day in 2011-2012. 3. Staff compensation for Take One 	<ol style="list-style-type: none"> 1. The stipend for principal leadership in school transformation will be \$10,000. Stipend will be awarded based on performance 2. Additional pay will be available for PD that aligns with the district strategic plan on Saturdays and after school. 3. Take One and National Board work will be voluntary. 	<ol style="list-style-type: none"> 1. Proceeding according to approved '09 SIG plan 2. Proceeding according to approved amended plan 3. Proceeding according to approved amended plan

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	<p>and National Board Certification work continued.</p> <p>4. Staff continued to be recognized with “winning” the principal’s parking spot monthly. In addition, two staff a month receive a gift card as a part of a raffle. Staff “Pass the Apple”, a glass jar filled with goodies, to another staff member who has helped them out the past month.</p> <p>5. Staff “KUDOS” continued to recognize outstanding service in the building and good attendance. Staff received a monthly memo detailing their attendance with a personal note from the principal.</p> <p>6. In April 2012, the principal met with SLT to review building criteria for success and overall staff performance during 2011-2012.</p>	<p>4. Staff will continue to be recognized with “winning” the principal’s parking spot monthly. In addition, two staff a month receive a gift card as a part of a raffle. Staff “Pass the Apple”, a glass jar filled with goodies, to another staff member who has helped them out the past month.</p> <p>5. Staff “KUDOS” continued to recognize outstanding service in the building and good attendance. Staff receive a monthly memo detailing their attendance with a personal note from the principal.</p> <p>6. Principal will meet with SLT In April 2013 to review building criteria for success and overall staff performance during 2013-2014.</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>Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding</p>	<p>1. SIOP implementation was monitored with feedback through administrative walk-throughs and</p>	<p>1. The focus of PD will shift to the new district curriculum and the common core delivered using</p>	<p>1. Proceeding according to approved '09 SIG plan</p>

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<p>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>	<p>teacher-led CCL sessions. Formative Assessment was the focus for 2011-2012. All staff received a summer in-service in formative assessment and the integration of SIOP. An additional formative assessment coach was included in the new plan to assist with PD and monitoring of instruction.</p> <p>2. PBIS Committee planning and monitoring of student behaviors continued. Conducted discipline data monthly meetings and identified behaviors that interfere with student progress. The Committee continues to work closely with other staff to design Tier 2-4 interventions.</p> <p>3. CCL continued under literacy</p>	<p>SIOP and formative assessment. CCL will be used to provide job embedded PD on these initiatives. Professional development will be supported through the expertise of a number of consultants. Included in the consultants being hired are: Denise Collier for expertise in curriculum and instructional program development; various consultants for support in Common Core initiatives; University of Texas (Austin) will support Reading Academy; and Insight Education Group to build a framework for effective teaching.</p> <p>2. PBIS team will conduct PD with staff prior to the opening of the 2012-2013 school year. PBIS action plans will be developed to address the issues identified through the survey and data reviews.</p>	<p>2. Proceeding according to approved '09 SIG plan</p> <p>3. Proceeding according to approved</p>

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	<p>coach facilitation. Planning and focus for 2011-2012 was based on student work and data.</p> <p>4. AVID strategy implementation and professional development for ELA staff grades 7-8 by AVID trainer. A group of 5-8 teaching staff will attend summer national conference</p> <p>5. Collaborative Coaching and job-embedded professional development implementation continued in 2011-2012. Professional development based on SIOP and formative assessment.</p> <p>6. SIOP training completed and implementation continued in 2011-2012. Training in formative assessment and PBIS also completed . Summer 2011 UTC incorporated this</p>	<p>3. The PD committee will evaluate the topics needed to be addressed with CCL and how to accommodate teacher needs with the CCL process. A detailed year long projection will be developed.</p> <p>4. Up to eight additional teachers will be trained in the AVID elective allowing AVID strategies to be taught consistently from grades 5-8.</p> <p>5. Collaborative Coaching and job-embedded professional development implementation will continue. Professional development based on the core common standards and the new district curriculum will be planned.</p> <p>6. TBD. New staff may be trained in CCL, SIOP and formative assessment if supported by the district's strategic plan.</p>	<p>'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>

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	<p>professional development. Teachers were compensated for their participation in the Summer Urban Teacher Calendar (UTC) that mandated 35 hours of professional development and 65 hours of academic instruction – Summer 2011.</p> <p>7. See #6 above.</p> <p>8. ESL teachers continued 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 met regularly with grade level teams, literacy coaches and administration to tailor services to meet student individual needs.</p> <p>9. The Literacy (Instructional) Coaches unpacked the NYS Common Core State Standards in</p>	<p>7. CCL will continue to be used as the job embedded venue for PD.</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 continue to meet regularly with grade level teams, literacy coaches and administration to tailor services to meet student individual needs.</p> <p>9. Literacy Coach and STEM/Math Coach will be hired to improve</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 amended plan</p>

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	<p>ELA and Mathematics, Literacy Across Content Areas and College and Career Readiness Standards with all staff. Literacy coaches participated in curriculum development and training staff on the CCS.</p>	<p>student achievement in ELA and math. Additionally, Learn Zillion and Math and Science Gizmos licenses will be purchased for on-line interactive lessons to enhance math and science education.</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 from one grade to the next as well as aligned with State academic standards</p>	<ol style="list-style-type: none"> 1. Technology training provided to continue effective use of technology equipment purchased and distributed to staff. (Smartboard) 2. Resource allocations to individual teachers to support their instructions was incrementally appropriated. 3. The PD Committee reviewed and evaluated the effectiveness of the scheduled half hour of PD implemented this year and will make a recommendation for next year's extended day professional development implementation. 4. The SLT designed the Summer UTC Program for summer of 	<ol style="list-style-type: none"> 1. Technology training will continue. 2. Resource allocations will come from the district's requisitions. No additional funds will be allocated from SIG. 3. Professional development will be determined at the district level based on district initiatives and teacher needs. 4. Summer programming will be determined by Say Yes and 	<ol style="list-style-type: none"> 1. Proceeding according to approved '09 SIG plan 2. Proceeding according to approved amended plan 3. Proceeding according to approved '09 SIG plan 4. Proceeding according to approved amended plan

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	<p>2011. Summer school and PD will be determined by the district's strategic plan for 2012.</p> <p>5. The District, Offices of School Reform and Office of Funded Programs continued planning and providing funding allocations required to support the Redesign Plan to the fullest extent.</p>	<p>district planning.</p> <p>5. The District, Offices of School Reform and Office of Funded Programs will continued planning and providing funding allocations required to support the Redesign Plan to the fullest extent.</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 were scheduled bi-weekly to monitor and analyze horizontal and vertical student data for grade levels, school and individual students to inform instruction and provided targeted interventions.</p> <p>3. Formative assessments were conducted in each classroom to</p>	<p>1. Staff will continue to utilize district wide and state assessment data via eschool and the data dashboard to differentiate instruction to meet students' individual needs.</p> <p>2. Status meetings will be scheduled bi-weekly to monitor and analyze horizontal and vertical student data for grade levels, school and individual students to inform instruction and to provide targeted interventions.</p> <p>3. Formative assessments will continue to be conducted in each</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>

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	<p>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 were scheduled regularly to review needs of students and to implement/target supports accordingly.</p> <p>5. Walk-throughs continued daily, and staff attendance reported monthly to staff in a memo.</p> <p>6. The TA Subs were replaced with daily subs.</p> <p>7. Due to the addition of eighth grade, middle school content teachers did not provide push in</p>	<p>classroom to check for student understanding of concepts and processes on a daily basis to inform future instruction, including re-teaching .</p> <p>4.PBIS meetings/discipline committees will be scheduled regularly to review needs of students and to implement/target supports accordingly. PBIS will coordinate with the PROMISE ZONE to provide mental health interventions to students.</p> <p>5.Walk-throughs will continue daily, and staff attendance will be reported monthly to staff in a memo.</p> <p>6.TA subs/ daily subs will not be funded by this plan.</p> <p>7.Content support will be provided by the ELA and Math instructional coaches with the integration of the</p>	<p>4.Proceeding according to approved '09 SIG plan</p> <p>5.Proceeding according to approved '09 SIG plan</p> <p>6.Discontinued</p> <p>7.Proceeding according to approved amended plan</p>

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	support, however content area teachers met monthly with vertical teams to articulate instructional needs.	Core Common Standards.	
Establish schedules and strategies that provide increased learning time	<ol style="list-style-type: none"> 1. Schedules were 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. 2. With the addition of eighth grade and the rotating sixty minute schedule, students received longer instructional blocks and a forty minute AIS period daily in lieu of Team time. 3. Team planning time, CCL team time, and student status meeting time continued to be scheduled in the Master schedule. 4. Hughes continued to seek grants and additional funding sources to augment enrichment and service 	<ol style="list-style-type: none"> 1. Schedules will continue to 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. 2. Ongoing 3. Ongoing 4. Ongoing 	<ol style="list-style-type: none"> 1. Proceeding according to approved '09 SIG plan 2. Proceeding according to approved amended plan 3. Proceeding according to approved '09 SIG plan 4. Proceeding according to approved '09 SIG plan

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	<p>learning projects for students with the support of SU.</p> <p>5. K-6 After School Programming was established for the 2011-2012 school year. In addition, two hours of additional student advisement and academic support was offered to all middle school students three days a week.</p> <p>6. UTC was discontinued for the summer of 2012. Hughes will participate in the Say Yes summer programming.</p> <p>7. Professional development for using technology interactively in the classroom increased motivation, background knowledge and student engagement continued.</p> <p>8. Monthly faculty meetings were used to intentionally provide vertical communication and support to 5-8 grade teachers and students.</p>	<p>5. Ongoing</p> <p>6. Hughes will continue to participate in Say Yes summer programming.</p> <p>7. Ongoing</p> <p>8. Monthly faculty meetings will continue to be used to provide vertical communication and support to 5-8 grade teachers and students.</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>

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	9. Pre-K programming and consultant teacher programs continued at Hughes K-8.	9. Ongoing	9. Proceeding according to approved '09 SIG plan
Provide ongoing mechanisms for family and community engagement	<p>1. Home/school connection meetings occurred the second Tuesday of every month. They were scheduled and communicated to parents via the established monthly newsletter, email and the use of School Messenger phone call system.</p> <p>2. Parents were once again trained in the use of the portal by the guidance counselor, and teachers posted/updated portal information every Wednesday.</p> <p>3. The parent liaison continued to act as an integral school-community member for increasing parent involvement, knowledge and support for Hughes school and students. Parent attendance at award ceremonies, performances, family nights and Home School</p>	<p>1. Ongoing</p> <p>2. This practice will continue in year 3.</p> <p>3. The parent liaison position will be discontinued for year 3.</p>	<p>1. Proceeding according to approved '09 SIG plan</p> <p>2. Proceeding according to approved '09 SIG plan</p> <p>3. Discontinued</p>

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	<p>Connection Meetings has increased by 50%.</p> <p>4. The attendance assistant position continued. In addition to monitoring attendance, he maintained membership on the building and district attendance committees. Student attendance percentages remained above 90% and absences on state testing days were minimal, less than 6 for ELA.</p>	<p>4. The attendance assistant position will be discontinued for year 3 due to budget limitations.</p>	<p>4. Discontinued</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. District support from the Office of School Reform and other CIA personnel continued.</p> <p>2. District Budget Office and Funded Programs helped in supporting Hughes with a site based budget.</p> <p>3. The school continued to require and support school uniforms, building a school community and culture in 2011-2012.</p>	<p>1. District support from the Office of School Reform and the Chief Academic Officer will continue.</p> <p>2. This support will continue in year 3.</p> <p>3. The school will no longer use SIG funding for the purchase of school uniforms, but will continue to build a feeling of school community and culture in 2012-2013 at Hughes.</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>Ensure that the school receives ongoing, intensive technical</p>	<p>1. Office of School Reform and Director support continued.</p>	<p>1. Office of School Reform and Director support will continue.</p>	<p>1. Proceeding according to approved '09 SIG plan</p>

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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"> 2. District trained instructional support staff continued to be utilized for professional development and support. (SIOP, technology) 3. Hughes completed two self reviews. No site reviews were scheduled. 4. Karen Markoff did not maintain support as she was no longer employed at SCSD. 	<ol style="list-style-type: none"> 2. District trained instructional support staff will continue to be utilized for professional development and support. (SIOP, technology) 3. Scheduling of site reviews will take place as 2012-2013 school year approaches. 4. NA 	<ol style="list-style-type: none"> 2. Proceeding according to approved '09 SIG plan 3. Proceeding according to approved '09 SIG plan 4. Discontinued
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. Existing external community partnerships continued (Crouse, SU, 100 Black Men). Included the Healthy Habits at Crouse dinner program, providing nutritional and cooking seminars monthly with full free family dinners. 2. 100 BlackMen did a Bookmen day and over thirty professionals volunteered to read in our classes. Students participated in the Crouse sponsored Math and Literacy night where each team of teachers 	<ol style="list-style-type: none"> 1. Ongoing 2. Ongoing 	<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>developed and facilitated instructional games for families and Crouse provided health screenings and dinner for all. SU continued its support, providing tutors and additional student teachers and volunteers all year. Hughes planned with SU this year for the implementation of a master teacher program here next year. In addition, the Hughes middle school worked weekly with the Hillsman Foundation of SU to work on career and college readiness skills.</p> <p>3. Dunbar continued to provide both 21st century and Say Yes after school programming.</p> <p>4. Hughes worked with Onondaga County on a green project which included a green parking lot and landscaping and the planting of ten new trees on the campus. The Hillsman Foundation of SU collaborated with the AVID program to plant new vegetable gardens and introduce farming and</p>	<p>3. After school (Say Yes) programming will continue for the 2012-2013 school year.</p> <p>4. Hughes will continue to pursue community partnerships and collaborations.</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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	fresh produce to students.		

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SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE

Transformation Model

Complete for **each Cohort 2 school which received SIG funds** to implement the Transformation Model in the 2011-2012 SY.

School: Corcoran High School
Grades Served: 9-12

NCES#: 362859003850
Number of students: 1297

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 2012-2013 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 '10 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. LEAs must address any findings provided by SED during PLA school visits in the *Characterization of Activity Progress*.

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	The Board of Education will appoint an administrative team based on the	Principal will remain to implement redesign initiatives and monitor	Proceeding according to approved '10 SIG Plan.

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transformation model	Superintendent's recommendation that demonstrates the leadership qualities necessary to implement the transformation plan.	student achievement.	
<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>	<p>1. District rolled out data "dashboard" for all teachers. Trainer provided an overview of how to access students connected to teachers.</p> <p>2. "Data-Driven" school-wide quarterly interim assessments by grade and content level were used to generate both teacher and student data in order to guide instruction. Data analysis meetings were conducted after each assessment with individual teachers and administrators.</p> <p>3. In addition to the use of data; teacher teams, departments, and</p>	<p>1. Administrators and teachers will receive additional training and will use Data Dashboard to monitor and inform classroom instruction.</p> <p>2. Redevelop assessments to align with the Common Core Standards and/or Student Learning Objectives.</p> <ul style="list-style-type: none"> ü Increase accuracy of reporting spreadsheets and shorten turnover time between assessments and data analysis meetings. ü Provide professional development for staff to increase the effectiveness of Data Driven Instruction. <p>3. Continue to expand opportunities for teachers to</p>	<p>1. Proceeding according to approved '10 SIG Plan.</p> <p>2. Proceeding according to approved '10 SIG Plan.</p> <p>3. Proceeding according to approved '10 SIG Plan.</p>

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	<p>academies collaborated using strategies such as CCL data to monitor and determine re-teaching strategies.</p> <ul style="list-style-type: none"> ü Peer and administrator observations were also used to monitor effective practice and structures including formal and informal classroom observations/visits and CCL. ü Professional development was planned and implemented at the district and school level. All school level PD was planned by the principal, teacher leaders and core content area teachers along with, the SLT subcommittee on Professional Development, and district professional developers to improve classroom practice that addresses gaps in student performance. 	<p>observe other teachers particularly in the areas of re-teaching strategies based on the benchmark assessment results.</p> <ul style="list-style-type: none"> ü District has adopted the Teachscape model based on the Danielson Rubric for Effective Teaching. ü Differentiated Instruction professional development will be implemented and expanded. ü Provide PD on Lesson Planning for the Period as we change from block schedule to periods (80 minutes daily to 45 minutes) ü Technology PD. With the addition of 60 smart boards teachers need training to integrate technology into classroom instruction. Mobi board training as well. ü Continue to expose more 	

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		<p>staff to strategies that better support ESL students within the regular education classroom. (Strategies may include SIOP, etc)</p> <ul style="list-style-type: none"> ü Begin to use Teachscape cameras to film model lessons and provide feedback within a group focusing on a targeted skill. (Based on Union contract) ü PBIS – training for ways to more effectively implement positive behavior intr. strategies within the classroom. ü RTI – techniques to address student deficits within the classroom setting. ü AVID –building/academy wide strategies for teachers to implement to improve student achievement. 	

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<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. Student achievement is measured by a percentage of growth model (based on 4 interim assessments) monitoring student progress. Quarterly data-analysis meetings have been held with core teachers to determine gaps in student achievement. 2. Teacher effectiveness continues to be measured by multiple indicators based on the continued growth of their students. Following continued, progressive staff development as support, students will be expected to demonstrate adequate growth based on initial diagnostic information (including Gates McGinty, CBST, RTI, and SRI) and assessments from prior years. Walkthroughs and the introduction of the Danielson Rubric and Teachscape Model allows for a culminating rating of teacher effectiveness. 3. Selected teachers were assigned to teach an extra block based on 	<ol style="list-style-type: none"> 1. Implement 4 quarterly assessments in all classes culminating in a Regents exam. Each quarterly assessment is followed by a data analysis meeting where administrator and teacher discuss cumulative student/teacher data. 2. All teachers will have two evaluations using the Teachscape model to rate teacher effectiveness. 3. School schedule for 2012-13 	<ol style="list-style-type: none"> 1. Proceeding according to approved '10 SIG Plan. 2. Proceeding according to approved '10 SIG Plan. 3. Proceeding according to

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	<p>scheduling needs (6 blocks per teacher) during the day and receive an additional one/sixth salary increase. Teachers were selected by building administrators based on performance data and course request needs.</p> <p>In addition, teachers received an extra hourly extension (.5 hours 2 day/week x 40 weeks) for after-school planning, and collaboration.</p> <p>At the end of the year, teachers whose students meet established benchmarks will be recognized. Established expectations for success will be determined by evidence of growth as measured by multiple measures, which include Regents exams, Data Driven assessments, percentage of students passing course, standardized tests, or samples of student work.</p> <p>4. Teacher Incentive Fund (TIF) grant funding will provide effective and highly effective teachers an</p>	<p>has changed and 1/6th positions have been discontinued per a district level directive.</p> <ul style="list-style-type: none"> ü Summer PD hours and school level PD will be scheduled and paid at the teacher hourly rate for the 2012-13. ü We will continue to recognize effective teachers through a variety of measures including Regents exams, Data Driven assessments, percentage of students passing course, standardized tests, or samples of student work. <p>4. Process currently being developed in conjunction with SED.</p>	<p>approved '10 SIG Plan.</p> <p>4. Proceeding according to approved '10 SIG Plan.</p>

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	opportunity to earn incentives per the TIF grant regulations. Process is currently being developed in collaboration with SED.		
Provide staff ongoing, high-quality, job-embedded professional development (<i>e.g.</i> , 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;	<ol style="list-style-type: none"> 1. All teachers received embedded professional development throughout the school year in areas of: Data Driven Assessment; Understanding by Design and Collaborative Coaching; Teach Like A Champion strategies, limited PBIS and RTI. Professional development was supported by school Talent and Development coaches, and one full-time literacy IST. 2. Additional targeted staff development was created with a focus on needs identified through administrative observations, team and content meetings, teachers’ data analysis meetings and surveys. 3. Administrators and teachers collaborated to create in-depth analysis of Corcoran’s student data and the District’s CCL coaches and 	<p>Professional development:</p> <ol style="list-style-type: none"> 1. 70 hours of PD for 100 staff members. (\$196,000) 2. Differentiated Instruction professional development will be implemented and expanded. 3. Provide PD on Lesson Planning for the Period as we change from block schedule to periods (80 minutes daily to 45 minutes) 4. Technology PD. With the addition of 30 smart boards. Teachers need training to integrate technology into classroom instruction. Mobi board and CPS “clicker” training as well. 5. Continue to train more staff with strategies that better 	<ol style="list-style-type: none"> 1. Proceeding according to approved ‘10 SIG Plan. 2. Proceeding according to approved ‘10 SIG Plan. 3. Proceeding according to approved ‘10 SIG Plan.

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	<p>Talent and Development coaches provided embedded PD with the support of the District DINI Subs.</p> <p>4. Professional development was embedded after the school day 2 times per week for 30 additional minutes each day, covering:</p> <ul style="list-style-type: none"> ü Data Driven Instruction ü Understanding By Design/CCL ü RTI ü TD/IB/AVID ü Technology ü On-site peer mentors for new staff (PAR) <p>5. Model classrooms exhibiting best practices will be identified by the administrative/redesign/SLT teams in each core content area.</p>	<p>support ESL students within the regular education classroom. (Strategies may include SIOP, etc)</p> <p>6. Begin to use Teachscape cameras to film model lessons and provide feedback within a group focusing on a targeted skill. (Based on Union contract)</p> <p>7. PBIS – training for ways to more effectively implement positive behavior intr. strategies within the classroom.</p> <p>8. RTI – techniques to address student deficits within the classroom setting.</p> <p>9. AVID –building/academy wide strategies for teachers to implement to improve student achievement.</p> <p>10. Professional development will be supported through the expertise of a number of consultants. Included in the consultants being hired are:</p>	<p>4. Proceeding according to approved '10 SIG Plan.</p> <p>5-9. Proceeding according to approved '10 SIG Plan.</p>

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		Denise Collier for expertise in curriculum and instructional program development; various consultants for support in Common Core initiatives; Insight Education Group to build a framework for effective teaching; and Authentic Education for Understanding by Design training.	
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.	<ol style="list-style-type: none"> 1. Corcoran teachers and staff were able to attend professional development at the district and state or national level. 2. All teachers received a laptop for use in data driven assessment, professional development blogs/WIKI, Teachscape, and school-wide communication. 	<ol style="list-style-type: none"> 1. Addition of \$6,000 to expand travel for professional development for administrators that could be brought back to the school. 2. Continue to utilize WIKI, professional development blogs, and Teachscape. 	<ol style="list-style-type: none"> 1. Proceeding according to approved '10 SIG Plan. 2. Proceeding according to approved '10 SIG Plan.
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	<ol style="list-style-type: none"> 1. The school is using the research based model "Driven by Data" across all content and grade levels creating 4 common assessments in all core areas. 2. Readers between 1 and 2 levels below 9th grade were supported with 	<ol style="list-style-type: none"> 1. Continue to use Driven By Data model to improve student achievement and to align instruction with State academic standards and teacher SLO's. 2. Provide interventions such as "Ramp Up Literacy/Ramp Up 	<ol style="list-style-type: none"> 1. Proceeding according to approved '10 SIG Plan. 2. Proceeding according to approved '10 SIG Plan.

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	<p>Strategic Reading. All students received appropriate learning strategies as detailed below.</p> <ul style="list-style-type: none"> ü 9-12th grade instruction included elements of assessment - based learning incorporating best strategies from “Data Driven” Instruction, IB, AVID, Talent Development. ü All core teachers employed Data Driven Assessment and its re-teaching strategies in their practice through in house Driven by Data PD ü Teachers began use of UbD planning. ü All teachers used a common school lesson plan format, a common grading policy by department, and began using common grading rubrics by departments where applicable. ü All ninth grade students were housed together in one academy encompassing Talent Development, AVID, and Pre-IB. 	<p>Math” or “Agile Mind” to meet the needs of identified student deficiencies.</p> <ul style="list-style-type: none"> ü Expand AVID strategies for teacher/student use across academies. <p>Redevelop assessments to align with the Common Core Standards and/or Student Learning Objectives.</p> <ul style="list-style-type: none"> ü Continue to refine spreadsheets and shorten time between assessments and data analysis meetings. <p>3. Continue with UbD using Common Core standards and assessment data to drive instruction using the established planning template to restructure lessons into a 45 minute format.</p> <p>4. Continue to house the ninth grade students in one area of the school and further develop the 9th Grade Success Academy.</p>	

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		<p>5. Literacy Coach and STEM/Math Coach will be hired as well as implementation of Ramp Up Literacy and Ramp Up Algebra to improve student achievement in ELA and math.</p> <p>6. IB program will continue supported by SIG funding.</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 was used to identify students in need of intervention and support. Teachers used data to inform, modify, and plan instruction for students in need.</p> <p>2. Provided professional development and observed teacher use of diagnostic and “In the Moment” / formative assessment to monitor targeted instruction that addresses student learning needs.</p> <p>3. Identified students at risk of dropping out or not graduating on time. Corcoran used the District’s 4-Tier Framework (RTI) model to develop a Rapid Response plan for struggling students.</p> <p>4. Began implementation of PBIS</p>	<p>1. Expand the operation of the RTI team to analyze and share existing student data (i.e. grades, assessment data, behavior data, etc) at the academy and classroom level.</p> <p>2. Increase professional development to help teachers create in-class RTI strategies as well as developing interventions during the day and after school.</p> <p>3. Expand opportunities for sharing at risk data with teachers and continue be proactive in our extended use of Rapid Response strategies to bring at-risk students closer to graduation/college</p>	<p>1. Proceeding according to approved ‘10 SIG Plan.</p> <p>2. Proceeding according to approved ‘10 SIG Plan.</p> <p>3. Proceeding according to approved ‘10 SIG Plan.</p> <p>4. Proceeding according to</p>

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	committee/process leading to a reduction in behavior referrals.	<p>readiness.</p> <p>4. Credit Recovery – Consistently implement a school wide credit recovery plan with quarterly check points.</p> <p>5. Strengthen PBIS committee and visually clarify building behavior matrix so all staff and students are aware of expectations.</p> <ul style="list-style-type: none"> · Create a calendar to break down the activities / recognition ceremonies/monthly focus. Make plan systemic. · Incorporate student input throughout process. 	approved '10 SIG Plan.
Establish schedules and strategies that provide increased learning time	<p>1. The district's high school schedule was adjusted for an extended day whereby students were encouraged to seek out additional help from teachers. This time was available 3 days per week for 40 minutes after school from 2:10 to 2:50.</p> <p>2. Classes were expanded from 72</p>	<p>1. The district's high school schedule will be adjusted to a 7 period day, with 45 minutes per period allowing classes to meet every day. This will increase teacher/student class time. A zero period will be added at the end of the day for students to take an</p>	<p>1. Proceeding according to approved '10 SIG Plan.</p> <p>2. Proceeding according to approved '10 SIG Plan.</p>

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	<p>minutes to 80 minutes each. The fifth block was eliminated.</p> <p>3. Study halls were minimized and when necessary structured study halls were created with an AIS focus.</p> <p>4. Teachers were expected to attend both mandatory team and department meetings and professional development 2 days per week from 2:20 to 3:20. During the other 3 days, between 2:10 and 2:50, teachers provided extra support for students and were available for parent conferences.</p> <p>5. Established structured Study Tables from 2:10 to 2:50 that were supervised by designated staff including coaches, deans, LPP, Hillside, guidance counselors, SAY YES tutors, and guest speakers.</p>	<p>extra class or receive extra instructional assistance from teachers.</p> <p>2. Study halls should be eliminated with this new schedule.</p> <p>3. Common planning time will be built into the teachers' daily schedule.</p>	<p>3. Proceeding according to approved '10 SIG Plan.</p> <p>4. Proceeding according to approved '10 SIG Plan.</p> <p>5. Proceeding according to approved '10 SIG Plan.</p>
<p>Provide ongoing mechanisms for family and community engagement</p>	<p>1. Corcoran provided several opportunities for students and parents to engage in the following activities:</p> <p>Academic:</p>	<p>1. Corcoran will expand on opportunities to engage students and parents.</p> <p>2. \$15,000 to allow students to explore out of classroom</p>	<p>1. Proceeding according to approved '10 SIG Plan.</p>

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	<p>will include:</p> <ul style="list-style-type: none"> ü Automated Phone/Email Messaging ü Online Grade Book ü District run Corcoran Web page ü eSchool ü Official Corcoran Facebook Page ü Mailings ü informational contact sheet for parents ü PTSO meetings ü Open House and other meetings as outlined above. 	<p>student representatives from each academy.</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>	<ol style="list-style-type: none"> 1. Additional staff hours as previously noted. 2. Extended class time from 72-80 minutes. 3. Extended contact time for students/teachers by 120 minutes per week after school. 4. Implemented site-based summer school credit recovery program for Corcoran students needing required core courses and/or Regents credit, as well as PLATO 		<ol style="list-style-type: none"> 1. Proceeding according to approved '10 SIG Plan. 2. Proceeding according to approved '10 SIG Plan. 3. Proceeding according to approved '10 SIG Plan. 4. Proceeding according to approved '10 SIG Plan.

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	<p>or e2020 for credit recovery and regents prep.</p> <p>5. Held Summer Bridge Academy for incoming freshmen.</p> <p>6. Offered enrichment opportunities for students by offering IB/SUPA/AP courses.</p> <p>7. Student support for those students in our quadrant transitioning from MS to HS.</p>	<p>Held 3 day district run Summer Bridge for students transitioning from middle to high school.</p>	<p>5. Proceeding according to approved '10 SIG Plan.</p> <p>6. Proceeding according to approved '10 SIG Plan.</p> <p>7. Proceeding according to approved '10 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. A District Office of School Reform (OSR) will provide support all Tier I, II and III schools. The OSR will work closely with our NYSED liaisons to ensure coordinated monitoring efforts in alignment with the approved Redesign Plan.</p> <p>2. Redesign team becomes part of school (ongoing support) by Redesign members becoming SLT members if they are working in the school. They will run for reelection for 2012-13.</p> <p>3. Collaboration w/ SED Liaison</p> <p>4. Ongoing support with Higher Educ. Partners:, International Baccalaureate, SU, and SUNYS</p>	<p>1-6. Continue as in previous year.</p>	<p>1. Proceeding according to approved '10 SIG Plan.</p> <p>2. Proceeding according to approved '10 SIG Plan.</p> <p>3. Proceeding according to approved '10 SIG Plan.</p> <p>4. Proceeding according to</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
	5. District site reviews and walk through visits 6. District provided support and personnel for targeted professional development. 7. Monthly leadership academies for administration 8. Summer leadership institutes for administrators and SLT members		approved '10 SIG Plan. 5. Proceeding according to approved '10 SIG Plan. 6. Proceeding according to approved '10 SIG Plan. 7. Proceeding according to approved '10 SIG Plan. 8. Proceeding according to approved '10 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	<ul style="list-style-type: none"> ü Say Yes to Education ü Syracuse University ü SUNY Oswego (we are currently establishing partnership) ü SUNY ESF ü Various businesses internships ü 100 Black Men ü Mentors for Manhood ü Syracuse Area Black Nurses Association ü Business Partnerships ü Image Initiative-Clear Channel 	Continue to work with external partners and community member and groups.	Proceeding according to approved '10 SIG Plan.

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SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE

Transformation Model

Complete for **each Cohort 2 school which received SIG funds** to implement the Transformation Model in the 2011-2012 SY.

School: Grant Middle School
Grades Served: 6-8

NCES#: 362859003862
Number of students: 601

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 2012-2013 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 '10 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. LEAs must address any findings provided by SED during PLA school visits in the *Characterization of Activity Progress*.

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	The Board of Education will appoint an administrative team based on the	New administrative team was installed July 1, 2011.	Completed

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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
transformation model	Superintendent’s recommendation that demonstrates the leadership qualities necessary to implement the transformation plan.		
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (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 (2) Are designed and developed with teacher and principal involvement;	<ol style="list-style-type: none"> 1. The District’s Information and Technology (IT) Division is creating a data “dashboard” that will be utilized to closely monitor teaching and learning, fidelity to program implementation and student progress. 2. Teachers will begin professional development in the areas of Collaborative Coaching and Learning (CCL), Understanding by Design (UbD), Sheltered Instruction Observation Protocol (SIOP). Three (3) Teaching Assistant Substitutes (TA Subs), who are certified teachers, will be hired and trained to ensure quality substitute services when teacher are in embedded PD. 3. Faculty will communicate through a variety of mediums and will align walk-throughs, professional development opportunities, and student data reviews. 4. The SLT will develop content-area 	<ol style="list-style-type: none"> 1. Administration and staff received initial training on the data monitoring system for implementation in September, 2012. 2. Professional development in the area of UbD, SIOP and CCL was conducted in August of 2012 as well as imbedded in weekly instructional meetings. Additional training will again take place during the summer and weekly meetings with the instructional coaches. 3. Communication has been facilitated through weekly team and data meetings as well as feedback from walk through visits by district and building level 	<ol style="list-style-type: none"> 1. Proceeding according the approved ‘10 SIG plan 2. Proceeding according the approved ‘10 SIG plan 3. Proceeding according the approved ‘10 SIG plan

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	<p>look-for criteria aligned to PD implementation timelines, the Redesign Plan and the District's revised APPR to guide administrative walk-throughs. Daily administrative walk-throughs will provide staff with ongoing data driven feedback based on School Leadership Team (SLT) designed look-for sheet as well as the use of the iTouch with the APPR application to collect data during daily walkthroughs for use during instructional conferencing.</p> <p>5. Teachers will also have access to Teachscape video cameras for use in self-reflection and CCL implementation.</p> <p>6. At weekly meetings with teachers and principals will review student data gathered from weekly data meetings facilitated by Instructional Coaches. Goals will be set for each teacher at the beginning of each school year and will be monitored by the administrative team throughout</p>	<p>administration</p> <p>4. Administrative walk-throughs schedule was developed and is implemented on a daily/weekly basis and has been completed using the district adopted walk through format. Staff members are provided with specific feedback to assist them in improving their practice.</p> <p>5. Teachscape cameras were purchased and are available for staff use.</p> <p>6. Weekly data meetings have been conducted by the administration and instructional coaches since September of 2011. During these meetings individual student data was analyzed and monitored to inform instructional</p>	<p>4. Proceeding according the approved '10 SIG plan</p> <p>5. Proceeding according the approved '10 SIG plan</p> <p>6. Proceeding according the approved '10 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>each school year. Teachers and other instructional staff will review their Individual Professional Growth Plan (IPGP) to assess progress in meeting goals in alignment with the Redesign Plan.</p> <p>7. If goals are not met, a review of teacher performance may lead to the progressive contractual process including, but not limited to, the development of an Assistance Plan, Corrective Action Plan, or result in a transfer, or dismissal in extreme cases.</p>	<p>practice. Staff will use their Individual Professional Growth Plan to assist them in their final evaluation</p> <p>7. Individual teacher performance will be evaluated at various times during the school year using walk through data; Teachscape evaluation data and the staff member's final evaluation.</p>	<p>7. Proceeding according the approved '10 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. The Principal will receive a \$10,000 stipend each year for demonstrating success in school transformation efforts and improving student achievement by meeting set goals.</p>	<p>1. The stipend for principal leadership will be awarded based on performance.</p> <p>2. Teachers have been receiving</p>	<p>1. Proceeding according the approved '10 SIG plan</p> <p>2. Proceeding according the</p>

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	<ol style="list-style-type: none"> 2. Teachers will receive extension of service payment as per the contract for committee/planning work that goes one hour beyond the school day. 3. Following PBIS guidelines staff will be eligible to receive in-house grants for incentives for student use, for increased student achievement and related work such as outstanding service in the building and good attendance. 4. Administrative team will identify faculty who met expectations as defined by the SLT. 	<p>an extension of service for the 2012-2013 school year for team planning, staff development, department meetings and student remediation and enrichment</p> <ol style="list-style-type: none"> 3. Staff members have had the opportunity to apply for funding for student incentives related to academics, attendance and student behavior. 4. Awards will be disseminated by the administrative team and SLT. 	<p>approved '10 SIG plan</p> <ol style="list-style-type: none"> 3. Proceeding according the approved '10 SIG plan 4. Proceeding according the approved '10 SIG plan
<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</p>	<ol style="list-style-type: none"> 1. Staff will participate in PBIS and a Grant Middle School PBIS committee will be formed to develop a PBIS plan for full implementation September, 2011. 2. All staff must participate in 24 hours of professional development (three, six-hour days) on UbD, Formative Assessment and CCL 	<ol style="list-style-type: none"> 1. PBIS at Grant Middle School has been implemented utilizing a school wide student behavior matrix; adherence to the RTI 4-Tier framework requiring level 2-4 assistance and interventions. 2. Professional development in UbD, SIOP, CCL and Formative 	<ol style="list-style-type: none"> 1 Proceeding according the approved '10 SIG plan 2. Proceeding according the approved '10 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>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>during the summer.</p> <p>3. Throughout the school year, all staff will participate in CCL focused on implementing UbD, SIOP and other professional development as identified each year in the Redesign Plan. SLT will use the information gathered from the IPGPs, school data and survey staff to determine ongoing professional development needs.</p> <p>4. Professional development summer of 2012 will focus on integration of SIOP with previously professionally developed skills in UbD, formative assessment, and PBIS.</p> <p>5. SLT will design UTC summer program for summer 2011 that incorporates CCL, SIOP, and Formative Assessment.</p> <p>6. Provide AVID (Advancement Via Individual Determination) instruction to 7th and 8th grade students. One 1.0 FTE AIS/AVID teacher will be hired to provide</p>	<p>Assessment was completed in August 2011 and is ongoing during weekly staff development team meetings.</p> <p>3. Staff development was targeted for the specific needs of the teachers and content areas as well as differentiated</p> <p>4. The focus of summer staff development and weekly staff development meetings has been the implementation of UbD planning, SIOP, Formative Assessment and CCL</p> <p>5. UTC Summer programing has been cut from the current budget, but other summer PD will be offered.</p> <p>6. AVID has been offered to 8th grade students and will be implemented on more complete</p>	<p>3.Proceeding according approved '10 SIG plan</p> <p>4. Proceeding according the approved '10 SIG plan</p> <p>6.Proceeding according the approved '10 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>AVID instruction and also AIS services.</p> <p>7. Grant MS established an in-school, multi-grade level) 6th through 8th grade) Better Expectations Starting Today (BEST) program. Two, 1.0 FTE BEST teachers were hired for this program which is designed to reduce the number of students leaving Grant MS for alternative disciplinary programs.</p>	<p>basis for the 2012-2013 school year for students in grades 7 & 8.</p> <p>7. Two (2) BEST teachers will continue with this program in year 2 of the grant.</p> <p>8. Professional development will be supported through the expertise of a number of consultants. Included in the consultants being hired are: Denise Collier for expertise in curriculum and instructional program development; various consultants for support in Common Core initiatives; and Insight Education Group to build a framework for effective teaching.</p> <p>9. Learn Zillion and Math and Science Gizmos licenses will be purchased for on-line interactive lessons to enhance math and science education.</p>	<p>7-11. Proceed according to approved amended 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>10. \$12,000 for students to take project-based learning field trips.</p> <p>11. Technology will be expanded with the purchase of mini netbooks for all students as well as PC storage carts and Smartboards for classrooms.</p> <p>12. Literacy Coach and STEM/Math Coach will be hired to improve student achievement in ELA and math.</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>1. All staff (75 members) will receive a laptop computer, document camera, and projector to assist in increasing implementation of technology and collaboration in the classroom.</p> <p>2. Classroom teachers will have the opportunity to apply for internal grants to fund field experiences, project-based learning, and other instructional initiatives for students. SLT will design an application and process of review to award grants.</p>	<p>1. Each staff member at Grant Middle School received a laptop computer, document camera and projector to assist them in the implementation of technology and collaboration in their classrooms.</p> <p>2. Teachers had the opportunity to apply for additional technology that enhanced their learning environment. Each staff member received a Smartboard for instruction.</p>	<p>1. Proceeding according the approved '10 SIG plan</p> <p>2. Proceeding according the approved '10 SIG plan</p>

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	<p>3. Staff will be provided with job embedded professional development in SIOP, FA, incorporating technology into instruction and PBIS by District assigned coaches.</p> <p>4. Teachers will be compensated for their participation in the summer Urban Teacher Calendar, which mandates that teachers participate in 35 hours of professional development and provide academic instruction for 65 hours.</p>	<p>3. Job embedded professional development has been conducted during weekly team and instructional meetings as well as staff having the opportunity to obtain professional development during the extended day time frame. In addition district sponsored professional development opportunities are available for all staff.</p> <p>4. Addition of \$7,200 to expand travel for professional development for administrators that could be brought back to the school.</p>	<p>3. Proceeding according the approved '10 SIG plan</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>	<p>1. Three 1.0 FTE Teacher Assistant/ Building Subs, who are certified teachers, will be hired to provide quality instruction while grade level teams meet to review progress monitoring data, to align instructional strategies and design appropriate interventions. Coaching and professional</p>	<p>1. Positions cut from 2011-2012 budget</p>	<p>1. Discontinued</p>

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	<p>development will begin in July 2011 during the summer school program and will be ongoing throughout each year.</p> <p>2. Grades 7-8 will loop, having their students for two years to provide ongoing instruction, foster stronger relationships and increased instructional time.</p> <p>3. Extension of the school day by 1 hour. Staff would arrive @ 7:20 am daily to provide academic remediation and enrichment prior to the school day. Additionally, staff would remain until 3:15 pm Monday through Thursday for team and department meetings, academic tutoring, providing supervision for clubs and activities.</p> <p>4. Monthly, after school department meetings resulting in vertical alignment in curriculum and ongoing data analysis.</p>	<p>2. Looping will again be explored by the SLT weighing the benefits verses negative benefits.</p> <p>3. The school day for staff was extended for the 2012-2013 school year for staff development, team meetings, department meetings and student enrichment and remediation.</p> <p>4. Extension of school day results in availability of time for monthly department data meetings with the instructional coached and administration.</p>	<p>2. Proceeding according the approved '10 SIG plan.</p> <p>3. Proceeding according the approved '10 SIG plan</p> <p>4. Proceeding according the approved '10 SIG plan</p>
<p>Promote the continuous use of student data (such as from formative, interim, and summative assessments)</p>	<p>1. Use of a data “dashboard” to house and integrate all school and student data for use in monitoring student and teacher growth and</p>	<p>1. Data dashboard implementation for the 2012-2013 school year</p>	<p>1. Proceeding according the approved '10 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>to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>fidelity to the implementation of the Redesign Plan. Instructional staff will implement predetermined valid assessments which will be used to determine trends, areas in need of improvement and instructional strategies to address these areas. Data will include, but not be limited to: Acuity, SRI, Wilson, Fast Forward, Formative Assessment, Math Benchmark assessments, progress monitoring tools, behavior, attendance and NYS assessments results.</p> <p>2. The SLT will conduct quarterly reviews of assessment data which will be used to determine trends, areas in need of improvement and instructional strategies to address these areas.</p> <p>3. Instructional Coaches, grade level team members and administration (with support from District ESL and special education specialists) will meet weekly to review progress monitoring data and identify areas in need of</p>	<p>2. Quarterly data meetings have been held during the 2011-2012 school year to look at individual student trends and to inform instruction.</p> <p>3. Weekly data monitoring meetings have been held by the instructional coaches and administration to improve instruction.</p>	<p>2. Proceeding according the approved '10 SIG plan</p> <p>3. Proceeding according the approved '10 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>improvement.</p> <p>4. Formative assessment strategies and a review of student work will be used to implement immediate and targeted instruction to address student learning needs.</p> <p>5. PBIS committee, consisting of SLT members, faculty and parent volunteers and a newly hired Behavioral Specialist teaching assistant, will examine discipline data monthly to identify behaviors that interfere with student progress. They will work closely with other staff to design Tier 2-4 interventions.</p> <p>6. Administration will review staff attendance, student achievement and walk-through data monthly to determine the quality and fidelity of implementation of the overall instructional program.</p>	<p>4. Formative assessment has been used by the teaching staff to assess student's needs and targeted staff development has been delivered by the instructional coaches to address the needs of the staff and students.</p> <p>5. PBIS committee reviews individual student data on a monthly basis and assist staff in designing 4 Tier level 2-4 interventions.</p> <p>6. The administration reviews staff attendance and student performance data on a monthly basis to determine fidelity of the instructional program.</p>	<p>4. Proceeding according the approved '10 SIG plan</p> <p>5. Proceeding according the approved '10 SIG plan.</p> <p>6. Proceeding according the approved '10 SIG plan</p>
<p>Establish schedules and strategies that provide increased learning time</p>	<p>1. A 7 period, 48 minute-per-period schedule will be used in grades 6-8</p>	<p>1. A seven period day schedule was implemented in grades 6-8 to</p>	<p>1. Proceeding according the approved '10 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>to ensure each student will be provided instruction in each content area daily.</p> <ol style="list-style-type: none"> 2. Students will be scheduled by homerooms to establish cohesive groups that travel together and share a common schedule. 3. A master schedule will be designed to allow common planning times for teams to support the implementation of UbD, CCL, best practices, and to meet weekly to analyze data to foster instructional collaboration among staff. 4. Each grade level team will define, design and implement a service learning project during the school year. 5. Provide summer academic instruction as part of the District's UTC summer programming 	<p>provide students with additional instructional time in each content area.</p> <ol style="list-style-type: none"> 2. Students were scheduled by cluster enabling classes to travel together throughout the school day allowing smoother transitions between classes. 3. The master schedule designed for the 2011-2012 school year contained common planning time for teams to be involved in imbedded staff development, team data meetings and team business meetings. 4. Money for service learning projects was shifted into the technology budget line. 5. UTC summer programming cut from 2012-2013 budget. 	<ol style="list-style-type: none"> 2. Proceeding according the approved '10 SIG plan. 3. Proceeding according the approved '10 SIG plan
<p>Provide ongoing mechanisms for family and community engagement</p>	<ol style="list-style-type: none"> 1. A parent website linked to school web page will be developed and maintained by the middle level technology class, serving as both a service to the parents as well as a 	<ol style="list-style-type: none"> 1. School website is currently under construction and will be maintained with the assistance of the library media specialist and parent liaison. 	<ol style="list-style-type: none"> 1. Proceeding according the approved '10 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>rigorous and relevant learning task for students.</p> <p>2. E-school provides parents with ongoing access to student attendance and academic progress. Parents will be provided training in the use of the Parent Access Center.</p> <p>3. Hire a Parent Liaison/ School Program Coordinator to coordinate all family involvement events, develop an actively engaged Grant PFO. Liaison would work closely with the District's Parent Partnership Network to strategize ways to improve home-school communication and improve attendance. Coordinator will also work with school staff and families to remediate issues causing poor attendance and tardiness. Develop and implement procedures to ensure improved student attendance</p> <p>4. Monthly PFO seminars will be offered to address parent interests/needs and allow for collaboration in the development</p>	<p>2. Parents are provided with opportunities to receive training on the use of the parent access center as well as being provided with written instructions on use.</p> <p>3. A Parent Liaison has been hired and has coordinated school and family activities and facilitated parent communication to assist in student attendance and academic achievement.</p> <p>4. Seminars have been offered to Grant families in conjunction with the PFO and Parent Liaison in the area of gang resistance education and bullying.</p> <p>5. Quarterly newsletters have been produced and distributed to</p>	<p>2. Proceeding according the approved '10 SIG plan</p> <p>3. Proceeding according the approved '10 SIG plan</p> <p>4. Proceeding according the approved '10 SIG plan</p> <p>5. Proceeding according the</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>of a sustainable learning community.</p> <p>5. A quarterly newsletter will be mailed to parents to inform them of events happening within school to promote a more cohesive parent-school community.</p> <p>6. Quarterly Family Curriculum Nights and quarterly honor roll breakfasts will engage parents in academic activities as well as community-building.</p> <p>7. Increase participation in National Junior Honor Society by conducting annual recruitment activities, induction ceremonies, and community service activities.</p> <p>8. Grant MS hired an additional Social Worker in year 1 of this grant. The Social Worker assisted with student and family needs as they pertain to students' social and emotional needs in school.</p>	<p>families as well as individual notices of important events that take place during the school year.</p> <p>6. Honor roll breakfasts take place at the end of each marking period where students achieving honor roll status are invited with their families to a reception recognizing their accomplishment.</p> <p>7. National Junior Honor Society students will be inducted in May of 2012</p> <p>8. The additional Social Worker position will continue in year 2.</p>	<p>approved '10 SIG plan</p> <p>6. Proceeding according the approved '10 SIG plan</p> <p>7. Proceeding according the approved '10 SIG plan</p>
<p>Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive</p>	<p>1. Provide new job descriptions and opportunity to hire new staff. New staff must be hired following MOA with STA/SAAS.</p> <p>2. Grades 6-8 will have the same</p>	<p>1. In accordance with Personnel</p>	<p>1. Proceeding according the approved '10 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
approach to substantially improve student achievement outcomes and increase high school graduation rates	middle school schedule to provide vertical alignment within the middle level	2. Completed fall 2011	2. Proceeding according the approved '10 SIG plan
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. A District Office of School Reform (OSR) will support support all Tier I, II and III schools and will work closely with our assigned NYSED liaisons to ensure coordinated monitoring efforts in alignment with the approved Redesign Plan. 2. District trainers for Formative Assessment, UbD, CCL, SIOP, e-school, and Fast ForWord will prioritize the three Tier I and II PLA schools in the scheduling of professional development offerings. 	<ol style="list-style-type: none"> 1. Ongoing 2. Ongoing 	<ol style="list-style-type: none"> 1. Proceeding according the approved '10 SIG plan 2. Proceeding according the approved '10 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	Partners will include, but not be limited to: Say Yes to Education, Syracuse University and other community-based agencies and IHEs.	N/A	N/A

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SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE

Transformation Model

Complete for **each Cohort 2 school which received SIG funds** to implement the Transformation Model in the 2011-2012 SY.

School: Henninger High School
Grades Served: 9-12

NCES#: 362859003864
Number of students: 1614

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 2012-2013 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 '10 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. LEAs must address any findings provided by SED during PLA school visits in the *Characterization of Activity Progress*.

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	The Board of Education will appoint an administrative team based on the	Principal will remain to implement redesign initiatives and monitor	Completed

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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
transformation model	Superintendent's recommendation that demonstrates the leadership qualities necessary to implement the transformation plan.	student achievement.	
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (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 (2) Are designed and developed with teacher and principal involvement;	<ol style="list-style-type: none"> 1. The District's Information Technology Division has developed a Data Dashboard that will be utilized to closely monitor teaching and learning, fidelity to program implementation and student progress. 2. The SCSD RTTT High School Network Team will provide administrators, the School Leadership Team (SLT), Departments, teams and teachers with ongoing data and support improving teaching learning through the Collaborative Coaching and Learning (CCL) model targeted to areas of need identified by the data. 3. Henninger will establish a Data Analysis Subcommittee of the SLT (comprised of Teacher Leaders, Instructional Coach, Network Coaches, Talent Development Coaches) that will collect, 	<ol style="list-style-type: none"> 1. Presentations were made to the staff at staff meetings to utilize the Data Dashboard. 2. The SCSD RTTT High School Network Team will continue to provide administrators, the School Leadership Team (SLT), Departments, teams and teachers with ongoing data and support improving teaching learning through the Collaborative Coaching and Learning (CCL) model targeted to areas of need identified by the data. 3. Data Analysis subcommittees are comprised of teachers, administrators and an instructional coach. Teachers will meet in data meetings four times with administrators this 	<ol style="list-style-type: none"> 1. Completed 2. Proceeding according to approved '10 SIG plan 3. Proceeding according to approved '10 SIG plan

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	<p>collaborate and analyze data. They will communicate trends and monitor progress in the use of data by individual teams. They will meet regularly with members of the District's RTTT High School Network Team regularly to review analyzed data and target professional development identified.</p> <p>The RTTT Network Team will also support data analysis meetings. Goals will be set for each teacher to be monitored by the administrative team every five weeks. Teachers and other instructional staff will review their Individual Professional Growth Plan (IPGP) to assess progress in meeting goals in alignment with the Redesign Plan.</p> <p>4. If goals are not met after appropriate supports are in place, a review of teacher performance in alignment with the contract will result in progressive discipline, transfer or dismissal following district policy and procedures, the negotiated process and state law.</p> <p>5. The administrative team will</p>	<p>year to collaborate and analyze data.</p> <p>4. Will continue with the same are in progress</p>	<p>4. Proceeding according to approved '10 SIG plan</p>

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	<p>schedule and meet weekly to share information gathered from walk-throughs, data from iTouch walkthrough application, student work samples, student and school data including behavior, attendance and academics, monitor implementation of the redesign plan, and adjust short and long term plans accordingly including targeting academy specific needs.</p> <p>6. The District is currently involved in establishing a Teacher/Principal Evaluation System that complies with NYSED regulations and requirements of the PLA schools and TIF. The District is working closely with NYSED, Mathematica and the unions to develop the revised systems.</p>	<p>5. Henninger’s administrative status meeting occurs every Monday from 9:30-10:30.</p> <p>6. Negotiations are in progress.</p>	<p>5. Proceeding according to approved '10 SIG plan</p> <p>6. proceeding according to approved '10 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</p>	<p>1. The Principal will receive a \$10,000 stipend each year for demonstrated success in school transformation efforts and improving student achievement.</p> <p>2. Paid committee/planning work that goes beyond the school day including, but not limited to:</p>	<p>1. The stipend for principal leadership will be awarded based on performance.</p> <p>2-3. Addition of \$6,000 to expand travel for professional development for administrators that could be brought back to the</p>	<p>1. Proceeding according to approved '10 SIG plan</p> <p>2. Proceeding according to approved '10 SIG plan</p>

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professional practice, have not done so.	<p>Collaborating on district-wide benchmark assessment creation in core content areas, PBIS, master scheduling, department and curricular unit planning and mapping, and data-driven decision making/analysis.</p> <ol style="list-style-type: none"> 3. Staff celebrations to recognize outstanding service in the building and good attendance as outlined in the Redesign Plan. 4. The Principal will identify faculty who met expectations and those who did not and will need to be transferred to other schools. 5. All teachers will receive a small laptop to facilitate reflective journaling of effective instruction, school-wide communication, and professional development blogs. 	<p>school. Henninger will also continue with approved plan activities in year 2.</p>	<ol style="list-style-type: none"> 3. Proceeding according to approved '10 SIG plan 4. Completed 5. Completed
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	<ol style="list-style-type: none"> 1. Teachers will attend professional development during a five-day summer institute in year 1; 3-days in years 2 and 3, focused on <i>Understanding by Design</i>. 2. Staff will be trained in PBIS. A Henninger PBIS committee will be formed to develop a PBIS plan 	<p>1-4. PD funds must also support hiring consultant(s) to facilitate for summer PD days and for training throughout the 2012-2013 school year. Included in the consultants being hired are: Denise Collier for expertise in curriculum and</p>	<ol style="list-style-type: none"> 1. Proceeding according to approved '10 SIG plan 2. Proceeding according to

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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>with the assistance of a District PBIS Coach. The SLT will monitor in-school and out-of-school suspensions and referrals by teacher, by subgroup and whole school results to determine effectiveness of PBIS implementation, determine teachers who may need additional training and adjust the program as needed. Professional development for staff, communication to all stakeholders and implementation of the plan will commence in Sept. 2011.</p> <p>3. All staff will participate in Collaborative Coaching and Learning (CCL), which is a strategy for peer classroom visitations, collaboration and peer coaching to increase teaching and learning: teaching focus is set by individual teams (and aligned with professional development implementation expectations).</p> <p>4. The Professional Development committee, a subcommittee of the SLT, will monitor and determine</p>	<p>instructional program development; School Turnaround Group to provide expertise in school reform; various consultants for support in Common Core initiatives; Insight Education Group to build a framework for effective teaching; and Authentic Education for continued Understanding by Design training.</p>	<p>approved '10 SIG plan</p> <p>3. Proceeding according to approved '10 SIG plan</p> <p>4. Proceeding according to approved '10 SIG plan</p>

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	<p>the PD needs of the staff in alignment with the Redesign Plan, student and staff data and the Individual Professional Development Plans of the staff in alignment with school and District goals.</p> <p>5. Lesson planning/design and instructional delivery incorporating all negotiated elements found in the SCSD Model for Practitioner Evaluation (MPE) will be implemented with fidelity, as monitored by walk-throughs (use of iTouch with APPR application to collect data) and formal observations. Instructional coaches will support this through CCL, differentiated professional development and coaching of individual teaching staff.</p> <p>6. Use of Teachscape video cameras and software to tape lessons for use in self-reflection, CCL and to demonstrate changes in instructional practice</p> <p>7. Weekly mandated team and</p>	<p>5. HHS administrators are not using an iTouch application, but are accessing Teachscape services on iPads and laptops.</p> <p>6. In progress, planning for use following training and pilot group.</p> <p>7. Henninger will continue with</p>	<p>5. Proceeding according to approved '10 SIG plan</p> <p>6. Proceeding according to approved '10 SIG plan</p>

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	<p>department meeting time will include progress monitoring of students to determine those on track to thrive, on track, or off track to graduate, examination of student work, data analysis, and reflection on professional development workshops/CCL debriefings.</p> <p>8. Four (4) Henninger PLA Teaching Assistant substitutes, who are certified teachers, will ensure continuous job-embedded PD during the school day.</p> <p>9. Book study in UbD, DI, FA, instructional strategies.</p> <p>10. Provide Professional Development in New York State Common Core State Standards in ELA/Mathematics/ Literacy (including 6 Traits of Writing) and College /Career Readiness Standard for all staff, ensuring integration across content areas.</p>	<p>approved plan activities in year 2.</p> <p>8. Discontinued the use of TA substitutes in year 2.</p> <p>9. Book study discontinued to focus on other professional development opportunities.</p> <p>10. Literacy Coach and STEM/Math Coach will be hired as well as implementation of Ramp Up Literacy and Ramp Up Algebra to improve student achievement in ELA and math. Purchased service with Agile Mind will provide tools and services to effectively manage instruction</p>	<p>7. Proceeding according to approved '10 SIG plan</p> <p>8. Discontinued</p> <p>9. Discontinued</p> <p>10. Proceeding according to approved amended plan</p>

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<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>	<ol style="list-style-type: none"> 1. Staff will be provided with job embedded professional development in UbD, NYS CCSS, data analysis, CCL, differentiated instruction, FA, and PBIS by District assigned coaches. 2. Some teachers may be asked to teach a sixth block during the day and receive 1/6th of their salary, based on scheduling needs. Only those teachers who show progress in teaching and learning may teach a 1/6 in Year 2 and 3. 3. Teachers will have access to updated technology in their classrooms such as LCD projectors, SmartBoards, document cameras, etc. that will be purchased and phased in over the three-year grant period. Six Smart classrooms will be established in the first year. Professional development will be provided with ongoing support from the Henninger LMS and assigned coaches as well as the District's IT Division trainers. 4. Staff will be afforded embedded planning time during the school day for collaborative planning and 	<ol style="list-style-type: none"> 1. HHS will consult outside facilitators for this PD, not internal coaches, per district-level directive 2. HHS may explore avenues to sustain this initiative after analyzing June Regents data 3. Smarboards and document cameras will be in every classroom by the end of June 2013 	<ol style="list-style-type: none"> 1. Proceeding according to approved amended plan 2. Discontinued, per district-level directive 3. Proceeding according to approved '10 SIG plan 4. Proceeding according to

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	review of student data to inform instruction.	4. HHS will explore PD options using extension of service funds during after school time.	approved amended plan
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>1. In viewing data and researching effective practice, the Henninger team has determined that the following practices will lead to improved student achievement:</p> <ul style="list-style-type: none"> ü Ninth and Tenth grade students and teachers will participate in looping whenever possible. ü Regents preparation classes will be created for Algebra, Geometry, Living Environment, Earth Science, Global, US History, and as needed. ü Struggling readers will be supported with the Fast ForWord and Wilson Reading programs and will be identified by utilizing the SRI, 8th grade ELA. ü All teachers will learn and employ CCL in their practice ü All teachers will learn and employ formative assessment in their practice. ü All teachers will learn and 	<p>1.</p> <ul style="list-style-type: none"> ü Discontinued looping per district-level directive. ü Regents preparation classes were conducted and will continue to be provided. ü ELA and Math departments are trained and implementing CCL. HHS is exploring the process of expansion to other departments. ü Ongoing PD, for formative assessment and differentiated instruction. HHS teachers use as appropriate in planning and instruction. ü Continued PD and support in UbD. (training and support provided by Authentic Education) 	<p>1. Proceeding according to approved amended plan</p>

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	<p style="text-align: center;">employ differentiated instruction in their practice</p> <ul style="list-style-type: none"> ü All teachers will understand and use UbD for instructional planning and delivery. <ol style="list-style-type: none"> 2. Instructional staff will use data to identify students who are off track for graduation and support closing their achievement gaps by use of the 4-Tiered Framework and implementing intervention programs with fidelity (Fast ForWord, Wilson Reading, AVID, etc.) 3. A mentoring program will be established with community partners and higher learning institutions to support student achievement through mentoring and tutoring programs. 4. A social worker will be added to staffing to provide counseling, home visitations to support the emotional and social needs of students. 5. Continue to support SWDs by implementing the Prioritized Curriculum, providing special education teachers with the 	<ol style="list-style-type: none"> 2. HHS is considering Just Words for the general education population. 3. HHS “On Track” task force is organizing a system for mentoring for the ’12-’13 school year. 4. The .5 FTE social worker was not filled in year 1 and is not included in year 2 budget. 5. Continue with approved activities. 	<ol style="list-style-type: none"> 2. Proceeding according to approved ’10 SIG plan 3. Proceeding according to approved ’10 SIG plan 4. Discontinued 5. Proceeding according to approved ’10 SIG plan

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	<p>necessary professional development and materials to provide their delivery models.</p> <p>6. Update and increase the technology in computer labs within the building to support interventions and individual and independent learning.</p> <p>7. Guidance personnel, instructional staff and the Henninger Response Team will develop Individual Learning Plans for all students off track to graduate and monitor them every five weeks.</p> <p>8. An orientation program for incoming 9th graders will include: shadowing of seniors in the spring before entering ninth grade, Henninger Panel presentations in the spring to all feeder schools, Summer Bridge and enrichment programs, and a 3-day orientation in August for incoming ninth graders.</p>	<p>6. Smartboards and CPS Assessment clickers will be purchased in year 2.</p> <p>7. Henninger Response Team has been replaced by task forces assigned to these duties who will continue to monitor students and plans in the '12-'13 school year.</p>	<p>6. Proceeding according to approved '10 SIG plan</p> <p>7. Proceeding according to approved amended plan</p> <p>8. Proceeding according to approved amended plan</p>
<p>Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate</p>	<p>1. District-wide department midterms and benchmark assessments will be collaboratively developed by the District, teachers, administrators, coaches and/or field coordinators;</p>	<p>1. Continue with approved activities.</p>	<p>1. Proceeding according to approved '10 SIG plan</p>

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<p>instruction in order to meet the academic needs of individual students.</p>	<p>and administered to inform instruction.</p> <p>2. Each department will have established collaborative planning time, time on half days and over the summer to review student work, analyze data from benchmark assessments and Regents exams. The RTTT Network Teams and the Data Analysis Subcommittee of the SLT will provide data to these teams to assist in targeting needs and use of appropriate strategies to address the identified needs.</p> <p>3. In collaboration with the District RTTT network team and IT, departments will determine performance targets in alignment with targets set by NYSED to be met during each school year.</p> <p>4. Report card conferences will be conducted 3 times a year with students to discuss grades, attendance, and behavior.</p> <p>5. Use the template (spreadsheet) developed by the National High School Center as an instrument to</p>	<p>2. Extension of service funds will be used for these items in the '12-'13 school year.</p> <p>4. One-on-one student mentoring by staff has been organized using credit and Regents data.</p> <p>5. Counselor and social worker recommendation, as well as quarterly data reviews by</p>	<p>2. Proceeding according to approved amended plan</p> <p>3. Completed</p> <p>4. Proceeding according to approved amended plan</p> <p>5. Discontinued</p>

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	<p>determine whether students are on or off track for graduation, with counselor and social worker recommendation, and quarterly data reviews by departments, teams and administrators. By identifying students who are at-risk of dropping out, Henninger will use the District's 4-Tier Framework (RTI) model to develop an individual learning plan for struggling students.</p>	<p>departments, teams and administrators are used to identify students who are at-risk of dropping out. Task forces have been assigned these duties and will track students' progress towards graduation.</p>	
<p>Establish schedules and strategies that provide increased learning time</p>	<ol style="list-style-type: none"> 1. Create a master schedule that blends block and period scheduling. Regent's classes that have been identified as low performing will meet on an everyday basis. 2. Two alternative academic programs providing divergent paths to graduation will be provided to targeted students including an in-house GED and online credit recovery program available for non-traditional students after school. 3. An in-house alternative behavior program providing social, emotional, and academic supports 	<ol style="list-style-type: none"> 1. ELA and math courses will be block-scheduled for some freshman students. 2. Continue with approved activities. 3. HHS will explore the options available to improve the alternative program. 	<ol style="list-style-type: none"> 1. Proceeding according to approved amended plan 2. Proceeding according to approved '10 SIG plan 3. Proceeding according to amended plan.

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	<p>will be available to identified students and supervised by a dedicated TA. The program will offer intense behavior modification and counseling to decrease the number of students being referred for serious disciplinary action.</p>		
<p>Provide ongoing mechanisms for family and community engagement</p>	<ol style="list-style-type: none"> 1. Provide multimedia access for all stakeholders through the existing home access center of eSchool. Phone numbers and email addresses will be collected from stakeholders during the registration process and ongoing by teachers, counselors and clerical staff. 2. Implement the reverse phone messaging system. This will allow the school to share messages with parents and students around upcoming community and school events, and emergency notifications. The system will also allow each academy to provide additional targeted messaging around activities and events. Attendance will also be able to utilize the 	<p>1-2. 15,000 to allow students to explore out of classroom experiences (ie. College visits, career exploration, job shadowing, field trips, etc) and also continue with approved activities.</p>	<ol style="list-style-type: none"> 1. Proceeding according to approved '10 SIG plan 2. Proceeding according to approved '10 SIG plan

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	<p>system to notify parents of student absences.</p> <p>3. Henninger PTO website will be maintained through PTO to share messages about activities, parental and student information, as well as school and community needs.</p> <p>4. PTO members will update Henninger’s PTO Facebook page to share information as well as gather feedback around the school and community.</p> <p>5. SLT will collaborate with existing PTO on their organization with a focus on improved parent engagement and utilization of the PTO as a chief conduit to share information around the school to all stakeholders. This could include implementation of new by-laws, election and installation of new officers, as well as recruitment of parent representation from all grades and academies.</p> <p>6. Hire a .5 Social Worker to work collaboratively with families, students and teachers to: improve student attendance, decrease tardiness, reduce dropouts,</p>	<p>3. Henningerhs.US has posting of parent, staff and student information.</p> <p>4-5. Continue with approved activities.</p> <p>6. The .5 FTE social worker was not filled in year 1 and is not included in year 2 budget.</p>	<p>3. Proceeding according to approved '10 SIG plan</p> <p>4. Proceeding according to approved '10 SIG plan</p> <p>5. Proceeding according to approved amended plan</p> <p>6. Discontinued</p>

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	conduct home visits, and collaborate with CBOs. The Social Worker will also work closely with the SLT to continue to build relationships with the North Literacy Zone Case Managers and staff to link at-risk families to comprehensive services		
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	<ol style="list-style-type: none"> 1. Provide a summary of the Redesign Plan and its expectations to prospective new staff. 2. Site-based budgeting for targeted professional development, technology integration and diverse learning opportunities for students. 	<ol style="list-style-type: none"> 2. Continue with approved activities and additional PD opportunities. 	<ol style="list-style-type: none"> 1. Completed 2. Proceeding according to approved '10 SIG plan
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. A District Office of School Reform (OSR) was established in 2010 to support all Tier I, II and III schools. The OSR will work closely with our assigned NYSED liaisons to ensure coordinated monitoring efforts in alignment with the approved Redesign Plan. 2. District trainers for Understanding 	<ol style="list-style-type: none"> 1. Continue as in previous year. 2. HHS is considering Just Words 	<ol style="list-style-type: none"> 1. Proceeding according to approved '10 SIG plan 2. Proceeding according to

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	by Design, PBIS, Formative Assessment, CCL, e-school, and Fast ForWord will prioritize the Tier I and II PLA schools in the scheduling of professional development offerings. External trainers for Wilson and other PD will be scheduled as needed and supported by the District.	for the general education population.	approved amended 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	Partners will include, but not be limited to: Say Yes to Education, 100 Black Men, and SPEAK programs and ongoing public relations, supported by Syracuse University and other community-based agencies.	1. HHS will continue to create partnerships with community organizations.	1. Proceeding according to amended plan.

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SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE

Transformation Model

Complete for **each Cohort 2 school which received SIG funds** to implement the Transformation Model in the 2011-2012 SY.

School: Nottingham High School
Grades Served: 9-12

NCES#: 362859003871
Number of students: 1224

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 2012-2013 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	The Board of Education will appoint an administrative team based on the	The administrative team will be given leadership over various aspects of the	1. proceeding according to approved '10 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
transformation model	Superintendent's recommendation that demonstrates the leadership qualities necessary to implement the transformation plan.	transformation plan to increase student achievement and the graduation rate.	
<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>	<p>1. A Data Dashboard has been developed by the District's Information Technology Division to give immediate access to staff of individual student achievement and school data. This tool will be used by teachers and administrators to inform instruction and to identify successful programming. The Data Dashboard will include data sets defined by the NHS Redesign Team and SLT in partnership with the SCSD IT Department.</p> <p>2. Establish a Data Analysis Subcommittee of the SLT comprised of 6 staff members, 2 from each of the three (3) houses, who will collect, collaborate and analyze data. They will communicate trends and monitor progress in the use of data by individual teams. They will meet regularly with members of the District's RTTT High School</p>	<p>1. The SCSD Data System will be used by teachers and administrators to inform instruction and to identify successful programming.</p> <p>2. The Data Analysis Subcommittee of the SLT will collect, collaborate and analyze data. They will communicate trends and monitor progress in the use of data.</p>	<p>1. proceeding according to approved '10 SIG plan</p> <p>2. proceeding according to approved '10 SIG plan</p>

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	<p>Network Team regularly to review analyzed data and target professional development identified.</p> <p>3. All teachers and administration will participate in intensive ER&D training for <i>Instructional Strategies That Work For All Disciplines</i>. This ER&D training will be delivered by staff that has been trained and qualified to give such professional development. Targeted ER&D training will be provided based on the needs of individual teachers determined Content Specialist Teachers and Nottingham High School Administration. Nottingham teachers will incorporate and progress monitor all strategies that address the needs of all learners and apply them to assisting special education students and English language learners (ELLs). Nottingham teachers progress monitor the following components learned at the 2011</p>	<p>3. Emphasis being placed on techniques and strategies of Understanding by Design (UbD). UbD training will be provided for unit plan alignment with common core. Targeted UbD training will be provided based on the needs of individual teachers as determined by NHS Administration. Nottingham teachers will incorporate and progress monitor all strategies that address the needs of all learners and apply them to assisting special education students and English Language Learners.</p>	<p>3. discontinued ER&D</p>

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	<p>Summer ER D Summits which will include organizational content, the usage of rubrics, instructional tools that prevent failure, the evaluation of curriculum material, the process of scaffolding the individual learner in the learning process, and vocabulary acquisition across all content areas. These components and strategies will be implemented, monitored, and adjusted throughout the school year over a three-year period of time in order to meet the needs of all learners.</p> <p>4. Content specialists will travel to Maryland to be trained/refreshed in ER&D instruction.</p> <p>5. Six Content Specialist Teachers selected by the Redesign Team (one in each of the following areas: ELA, ESL, Science, Math, Social Studies & Special Education) will be hired by the Redesign Team and will be assigned only three classes of instruction and the other part of the day will facilitate professional development, support teacher instruction, provide Model</p>	<p>4. Not necessary due to discontinuing content specialists.</p> <p>5. Literacy Coach and STEM/Math Coach will be hired to facilitate professional development, support teacher instruction and offer Peer Coaching. Ramp Up Literacy and Ramp Up Algebra will be introduced to improve student achievement in ELA and math. Purchased service with Agile</p>	<p>4. Discontinued</p> <p>5. Proceeding according to approved amended plan.</p>

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	<p>Classrooms and support through Peer Coaching. Content Specialist Teachers will have the opportunity to apply for these specific positions and be interviewed by the Redesign Team.</p> <p>6. Hire one FTE certified teacher (TBD) to cover sections of content specialists</p> <p>7. Professional Learning Communities that will meet during Common Planning/teacher time will be established by Content Specialist Teachers and administration assigned to curriculum and instruction who will examine data for each individual teacher and identifying the needs of each teacher utilizing the SCSD MPE Model for Practitioner (APPR). Each Professional Learning Community should not exceed more than ten teachers. The “Backmapping Model For Planning Results Based Professional Learning” by the</p>	<p>Mind will provide tools and services to effectively manage instruction.</p> <p>6. Not necessary due to discontinuing Content Specialists.</p> <p>7. Teams of staff members will meet monthly facilitated by instructional leaders (ex. administration, coaches, data team members) examining data by subgroup, individual students, individual teachers and whole school community to identify areas of strength and areas in need of improvement and develop action plans for growth. Professionals in area of data analysis will be consulted as necessary for training in collaborative analysis of data in order to plan for improvement. Teachers will have support in planning and implementing strategies and techniques that will address deficits of</p>	<p>6. Discontinued</p> <p>7. Proceeding according to approved amended plan.</p>

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	<p>National Staff Development Council will be used by the Content Specialist Teachers in order to identify the individual needs of educators. Educators will also use literature and publications from the Educational Leadership Organization and Understanding By Design Institute. Nottingham Teachers will implement strategies that address the needs of all learners and apply them to assisting special education students and ELL learners. Content Specialist Teachers and Nottingham administration will identify teachers who need support and assign them to a particular (designated) professional learning community. A professional learning community will explore literature from Educational Leadership and the Understanding By Design Institute, and apply knowledge and strategies into practice over a three year period of time. Professional Learning Communities will convene during the school day with</p>	<p>all learners and apply these skills globally. Examples of teams include department, academy, subgroups, and subcommittees of the SLT.</p>	

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	<p>an emphasis to meet during common planning time. The literature examined and put into practice will include but not be limited to UbD, Integrating Differentiated Instruction, and Schooling By Design.</p> <p>8. In addition to the use of data, SLT, teacher teams, departments, and other learning communities will collaborate to analyze data, to monitor, and to adjust initiatives.</p> <p>9. Peer and Administrator observations will also be used to monitor effective practice and structures. The method and tool for observation will be the MPE. In addition, the District's TIF funds will provide Teachscape video cameras to tape lessons for use in self-reflection, CCL and to demonstrate changes in instructional practice and software will be purchased as an application to the administrators iTouch that will allow for instant recording of teachers' progress during walk throughs.</p>	<p>8. In addition to the use of data, SLT, teacher teams, departments, and other learning communities will collaborate to analyze data, to monitor, and to adjust instructional practices.</p> <p>9. Peer and Administrator observations will also be used to monitor effective practice and structures. The method and tool for observation will be the district approved evaluative model and/or the Danielson Model.</p>	<p>8. proceeding according to approved '10 SIG plan</p> <p>9. proceeding according to approved amended plan</p>

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	10. The SLT will provide analyzed data and embedded instructional support and modeling of effective instructional practices aligned with data results. The SLT will assist in monitoring progress through data analysis.	10. The data subcommittee from the SLT will analyze data and provide recommendations to the SLT to drive instructional practice.	10. proceeding according to approved amended plan
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.	<ol style="list-style-type: none"> 1. The Principal will receive a \$10,000 stipend per year for demonstrated success in school transformation efforts and improving student achievement. 2. Student achievement will be measured by the value added model to determine student achievement and the four-year graduation rate. The Data Dashboard will be used by teachers and the administration to monitor growth and other benchmarks such as increase attendance and decrease in discipline referrals. Administrators will conduct daily walkthroughs and conference regularly with teachers and/or departments/teams. 3. Teacher effectiveness will be measured by indications of 	<ol style="list-style-type: none"> 1. The Principal will receive a \$10,000 stipend per year for demonstrated success in school transformation efforts and improving student achievement. 2. Student achievement will be measured by the value added model to determine student achievement and the four-year graduation rate. The data will be used by teachers and the administration to monitor growth and other benchmarks such as increase attendance and decrease in discipline referrals. Administrators will conduct daily walkthroughs and conference regularly with teachers and/or departments/teams. 3. Teacher effectiveness will be measured by indications of adequate 	<ol style="list-style-type: none"> 1. proceeding according to approved '10 SIG plan 2. proceeding according to approved '10 SIG plan 3. proceeding according to

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	<p>adequate growth for his/her students as measured by multiple indicators. Following extensive staff development support (peer coaching, the use of Peer Assistance Review consultants for new teachers, and administrator feedback), data will be analyzed to determine if a teacher's students are demonstrating adequate growth. When adequate growth is indicated, the teacher will continue with the established growth plan. If less than adequate growth is indicated, the teacher and administrator will identify teaching competencies that need to be improved and revise the teacher individual growth plan to improve teacher performance.</p> <p>4. At the end of each year, teachers whose students meet established benchmarks as outlined in the Model for Practitioners Evaluation/APPR will be deemed successful. Established expectations for success will be determined by evidence of value added as measured by multiple measures</p>	<p>growth for his/her students as measured by multiple indicators. Following extensive staff development support, data will be analyzed to determine if a teacher's students are demonstrating adequate growth. When adequate growth is indicated, the teacher will continue with the established growth plan. If less than adequate growth is indicated, the teacher and administrator will identify teaching competencies that need to be improved and revise the teacher individual growth plan to improve teacher performance.</p> <p>4. At the end of each year, teachers whose students meet established benchmarks as outlined in district approved evaluative model and/or the Danielson Model will be deemed successful. Established expectations for success will be determined by evidence of value added as measured</p>	<p>approved '10 SIG plan</p> <p>4. proceeding according to approved amended plan</p>

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	<p>outlined in the MPE/APPR and could include, but not be limited to: Regents Exams, percentage of students passing a course, standardized tests, samples of student quizzes and other work. Those who do not meet the established expectations set by the Redesign Plan could be transferred and replaced.</p> <p>5. Other fiscal incentives in the form of additional stipends and extension of service pay are embedded in different sections of this document.</p>	<p>by multiple measures outlined in the district approved evaluative model and/or the Danielson Model and could include, but not be limited to: Regents Exams, Strategic Learning Objectives, percentage of students passing a course, samples of student quizzes and other work. Those who do not meet the established expectations set by the Redesign Plan could be transferred and replaced.</p> <p>5. Addition of \$7,200 to expand travel for professional development for administrators that could be brought back to the school. Other fiscal incentives in the form of additional stipends and extension of service pay are embedded in different sections of this document.</p>	<p>5. proceeding according to approved '10 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</p>	<p>1. Designated teachers and staff identified by school administration and Content Specialist Teacher (CST) will receive embedded professional development throughout the school year, and in</p>	<p>1. Designated teachers and staff identified by school administration and Instructional Coaches will receive embedded professional development throughout the school year, and in addition, after</p>	<p>1. proceeding according to approved amended plan</p>

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<p>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>addition, after school through professional development in one or more of the following areas not covered in ER&D:</p> <ul style="list-style-type: none"> ü Core Instructional Lesson Planning and Instructional Delivery 4-Tier Framework ü Understanding By Design Model ü Courageous Conversations about Race ü Anti-Bullying in Schools <p>An extension of service bank will be created. Teachers, or teams of teachers, must apply to the SLT for the use of the extension of service hours for the use of team planning, content planning, or in support of additional time for ER&D instruction.</p> <p>2. Two TA Subs will provide teacher coverage in the building for seamless instruction for students during peer coaching which will be coordinated by the Content</p>	<p>school through professional development in one or more of the following areas:</p> <ul style="list-style-type: none"> ü Core Instructional Lesson Planning and Instructional Delivery 4-Tier Framework ü Understanding By Design Model ü Cooperative Learning ü Teaching in the Period ü Special Education IEP Writing ü Courageous Conversations about Race <p>An extension of service bank will be created. Teachers, or teams of teachers, must have administrative approval, for the use of the extension of service hours for the use of team planning, content planning, or in support of additional time for professional development opportunities.</p> <p>2. TA Subs positions have been discontinued for year 2. Professional development will take place outside of school instructional hours.</p>	<p>2. discontinued</p>

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	<p>Specialist Teachers.</p> <p>3. Additional professional development needs of the staff that go beyond the expertise of the Content Specialist will also be identified by the SLT, the Content specialists and the administrative team. External partners (including, but not limited to: Say Yes, Syracuse University, ESF, Le Moyne College, and Woodrow Wilson) may be consulted on their level of expertise in identified areas (i.e., specific pedagogical practice, technology expertise, building management and institutional control, community outreach, among other areas where these partners hold expertise that may be helpful at NHS), and asked to assist in those identified areas as needed.</p> <p>4. All teachers will attend all professional development sessions developed and created by Content Specialist Teachers according to each individual teacher's Individual</p>	<p>3. Additional professional development needs of the staff that go beyond the expertise of the Instructional Coaches will also be identified by the SLT, the Instructional Coaches and the administrative team. External partners (including, but not limited to: Say Yes, Syracuse University, ESF, Le Moyne College, SU Project Advance, OCC, RIT, Smart Scholars and Woodrow Wilson) may be consulted on their level of expertise in identified areas (i.e., specific pedagogical practice, technology expertise, building management and institutional control, community outreach, among other areas where these partners hold expertise that may be helpful at NHS), and asked to assist in those identified areas as needed.</p> <p>4. All teachers will attend all professional development sessions developed and created by</p>	<p>3. proceeding according to approved amended plan</p> <p>4. proceeding according to approved '10 SIG plan</p>

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	<p>Growth Plan and recommendations from administration. Teachers and staff will attend professional development sessions for three days in the summer of 2011, and during the school day for professional development specifically supporting the school's initiatives. In addition all Superintendent Conference Days will be used for teachers to take part in their individual professional learning communities provided by Content Specialist Teachers.</p>	<p>Administrative Team or Instructional coaches according to each individual teacher's Individual Growth Plan and recommendations from administration. Teachers and staff will attend professional development sessions for three days in the summer of 2012, and during the school day for professional development specifically supporting the school's initiatives. Selected teachers will travel to attend professional conferences to meet needs identified by the administrative team.</p> <p>5. PD funds must also support hiring consultant(s) to facilitate for summer PD days and for training throughout the 2012-2013 school year. Included in the consultants being hired are: Denise Collier for expertise in curriculum and instructional program development; School Turnaround Group to provide expertise in school reform; various consultants for support in Common Core</p>	<p>5. proceed according to approved amended plan</p>

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		initiatives; Insight Education Group to build a framework for effective teaching; and Authentic Education for continued Understanding by Design training.	
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.	<ol style="list-style-type: none"> 1. Teachers and staff will receive the option of compensation for participating in workshops and conferences supporting required professional development initiatives outside of the school day. <ul style="list-style-type: none"> ü Hourly rate for professional development ü In service credit 2. Teachers and staff will receive compensation for participating in workshops and conferences supporting required professional development initiatives. The following options are available: <ul style="list-style-type: none"> ü Compensation for active membership on NHS PLA defined teams (example: ILP/PBIS/RTI Team) ü 30 in-service credit hours for participation in Peer Coaching/ER&D/PBIS or other 	<ol style="list-style-type: none"> 1. Teachers and staff will receive compensation for participating in workshops and conferences supporting required professional development initiatives outside of the school day. <ul style="list-style-type: none"> ü Hourly rate for professional development 2. Teachers and staff will receive compensation for participating in workshops and conferences supporting required professional development initiatives. The following option is available: <ul style="list-style-type: none"> ü Compensation for active membership on NHS PLA defined teams (example: PBIS/RTI Team) <p>30 in-service credit hours for participation in Peer</p>	<ol style="list-style-type: none"> 1. proceeding according to approved amended plan 2. proceeding according to amended SIG plan

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	<p style="text-align: center;">targeted areas in the PLA plan.</p> <p>3. Create a “Tech bank” for teachers and staff to apply to in order to infuse technology into instructional practice. Teachers would apply to the SLT for technology such as smartboards, banks of computers for student use, document cameras, and other related technology. Application approval will be based on proven need, and observations from administration and content specialists.</p> <p>4. Teachers will be required to participate in professional development as part of the technology implementation.</p> <p>5. Classroom teachers and staff will have the opportunity to apply for internal grants to fund field experiences, project-based learning, and other instructional initiatives for students. SLT will design an application and process of review to</p>	<p>3. Offer a “Tech bank” for teachers and staff to apply to in order to infuse technology into instructional practice. Teachers would apply to the technology subcommittee of the SLT for technology such as SmartBoards, banks of computers for student use, document cameras, and other related technology. Application approval will be based on proven need, and observations from administration and Instructional Coaches.</p> <p>4. Teachers will be required to participate in professional development as part of the technology implementation.</p> <p>5. Classroom teachers and staff will have the opportunity to differentiate instruction through student field experiences and project-based learning trips and college exploration..</p>	<p>3. proceeding according to approved amended plan</p> <p>4. proceeding according to approved '10 SIG plan</p> <p>5. proceeding according to approved '10 SIG plan</p>

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	award grants.		
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>1. A Data Dashboard has been developed by the District's Information Technology Division to monitor individual student achievement. A building NHS SLT Data Analysis Subcommittee will be established as part of the leadership structure to facilitate development and use of the Data Dashboard, NYS School Report Card, BARS (SP) and all other available data at Nottingham among administration and staff. The RTTT High School Network team, composed of a data analyst and collaborative coach, will work directly with the NHS SLT and data team, as well as the CSTs, department heads and teams to analyze data and plan for targeted PD in identified instructional strategies.</p> <p>2. The NHS SLT Data Analysis Subcommittee will work with the RTTT High School Network Team to provide analyzed data to:</p> <ul style="list-style-type: none"> ü Ensure that instructional 	<p>1. The building NHS SLT Data Analysis Subcommittee established as part of the leadership structure is to facilitate the development and use of building data including, NYS School Report Card, BARS and all other available data at Nottingham among administration and staff. The team will work directly with the NHS SLT and data team, as well as the department heads and teams to analyze data and plan for targeted PD in identified instructional strategies.</p> <p>2. The NHS SLT Data Analysis Subcommittee will provide analyzed data to:</p> <ul style="list-style-type: none"> ü Ensure that instructional practices are consistent with 	<p>1. proceeding according to approved amended plan</p> <p>2. proceeding according to approved amended plan</p>

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	<p>practices are consistent with District and State standards as well as horizontally and vertically aligned;</p> <ul style="list-style-type: none"> ü Promote a high level of achievement for all students; ü Identify the root causes of failure to meet AYP goals for needs of identified subgroups. ü Identify best practices and assess needs for targeted professional development. <p>3. The analyzed data provided by the NHS Data team will also be used to identify evidence based programs and instructional practices that can be implemented to address deficiencies in student achievement.</p> <p>4. The curriculum adopted by the Syracuse City School District is consistent with State standards, is vertically articulated and promotes effective level-to-level student transition. The analyzed data provided by the NHS Data team</p>	<p>District and State standards as well as horizontally and vertically aligned;</p> <ul style="list-style-type: none"> ü Promote a high level of achievement for all students; ü Identify the root causes of failure to meet AYP goals for needs of identified subgroups. ü Identify best practices and assess needs for targeted professional development. <p>3. The analyzed data provided by the NHS Data team will also be used to identify evidence based programs and instructional practices that can be implemented to address deficiencies in student achievement.</p> <p>4. The curriculum adopted by the Syracuse City School District is consistent with State standards, is vertically articulated and promotes effective level-to-level student transition. The analyzed data provided by the NHS Data team</p>	<p>3. proceeding according to approved '10 SIG plan</p> <p>4. proceeding according to approved '10 SIG plan</p>

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	<p>will be used to ensure that the district curriculum is followed with fidelity in all classrooms.</p> <p>5. Provide broader and easier access for teachers to individual student data through the SCSD Data Dashboard.</p>	<p>will be used to ensure that the district curriculum is followed with fidelity in all classrooms.</p> <p>5. Provide broader and easier access for teachers to individual student data through the SCSD Data System.</p>	<p>5. proceeding according to approved amended 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. An Individual Learner Plan (ILP) will be designed for each student. Teachers will coordinate with the ESL or Special Education Departments to ensure alignment with ELL ILP or Sp. Ed. IEP.</p> <p>2. Use diagnostic and formative assessments to monitor progress toward the ILP and to implement immediate and targeted interventions to address student learning needs.</p>	<p>1. All students will be identified within a designated level of the RTI Framework with an action plan designed to meet the student needs for each level.</p> <p>2. Use diagnostic and formative assessments to monitor student progress. In order to allow teachers/teams to implement targeted interventions to address student learning needs. Research based programs to support AIS will be offered. These programs are to include Read 180 (students identified no more than 2 years behind in reading level) and Wilson</p>	<p>1. proceeding according to approved amended plan</p> <p>2. proceeding according to approved amended plan</p>

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	<p>3. Use summative assessment to measure achievement of ILP goals.</p> <p>4. Use the template (spread sheet) developed by the National High School Center as an instrument that helps to determine whether students are on or off track for graduation and use the District's 4-Tier Framework (RtI) Model to develop an ILP for struggling students. URL: http://www.betterhighschools.org/default.aspBrockton</p> <p>5. ILP/PBIS/4TF Team will examine discipline data on a monthly schedule to identify behaviors that interfere with student progress. They will work closely with other staff and instructional coaches to monitor and adjust the PBIS framework and ensure appropriate</p>	<p>Reading (students identified 2 plus years behind)</p> <p>3. Multiple measures of assessment will be used to measure student achievement: benchmarks, interim reports, report cards, standardized testing, SRI, GMRT, CTBS, etc.</p> <p>4. Use the District's 4-Tier Framework (RtI) Model to develop a spreadsheet determining whether students are on or off track for graduation.</p> <p>5. The SLT discipline and PBIS Team will examine discipline data on a monthly schedule to identify behaviors that interfere with student progress. They will work closely to monitor and adjust the PBIS framework and ensure appropriate interventions are available. PBIS</p>	<p>3. proceeding according to approved amended plan</p> <p>4. proceeding according to amended plan</p> <p>5. proceeding according to approved amended plan</p>

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	<p>interventions and student incentives are available.</p> <p>6. Use of SCSD Data Dashboard by staff to progress monitor and inform instruction.</p>	<p>professional development opportunities for staff will be provided. SIG funds will no longer be used to purchase PBIS incentives for students.</p> <p>6. Use of SCSD Data Analysis by staff to progress monitor and inform instruction.</p>	<p>6. proceeding according to approved</p>
<p>Establish schedules and strategies that provide increased learning time</p>	<p>1. Regents classes that have been identified as low performing will meet everyday.</p> <p>2. A scheduling committee composed of Department Chairs, Administrators, and School Counselors will be formed to create Nottingham High School's master schedule. Development of a Master Schedule for the 2011-2012 school year will begin in April 2011 in order to create a comprehensive master schedule by August 1, 2011. Create a hybrid master schedule that blends block and period scheduling and allows for three student lunch periods. Regents classes that have been</p>	<p>1. Double blocks of English and Math for ninth grade students who enter high school below level.</p> <p>2. A scheduling committee composed of Department Chairs, Administrators, and School Counselors will be formed to create Nottingham High School's master schedule. Development of a Master Schedule for the 2012-2013 school year will begin in April 2012 in order to create a comprehensive master schedule by August 1, 2012. Create a master schedule that includes period scheduling and allows for three student lunch periods. IT will create a master schedule and will work with a scheduling committee composed of</p>	<p>1. proceeding according to approved amended Plan</p> <p>2. proceeding according to approved amended 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>identified as low performing will meet on an everyday basis. IT will create a master schedule and will work with a scheduling committee composed of Department Chairs, Administrators, and School Counselors</p> <p>3. Create Alternative Academic Programs: An onsite PLATO/GED program with both morning and afternoon sessions to accommodate regular day schedules and/or participation in career education opportunities (e.g., Johnson Center)</p>	<p>Department Chairs, Administrators, and School Counselors.</p> <p>3. Implement Alternative Academic Programs onsite with both morning and afternoon sessions to accommodate regular day schedules and/or participation in career education opportunities (e.g., Johnson Center). Say Yes Tutors will be available during the day and after school to provide additional support.</p>	<p>3. proceeding according to approved amended plan</p>
<p>Provide ongoing mechanisms for family and community engagement</p>	<p>1. Convene a Quadrant Coordinating Committee (QCC) to promote Vertical Articulation of curriculum, practices, activities and events throughout the Nottingham Quadrant. The QCC will:</p> <ul style="list-style-type: none"> ü Facilitate communication across PTSO, teachers, Admin, CBO's, Faith Based Organizations and other stakeholder groups. 	<p>1. Convene a Quadrant Coordinating Committee (QCC) to promote Vertical Articulation of curriculum, practices, activities and events throughout the Nottingham Quadrant. The QCC will:</p> <ul style="list-style-type: none"> ü Facilitate communication across PTSO, teachers, Admin, CBO's, Faith Based Organizations and other stakeholder groups. 	<p>1. proceeding according to approved '10 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
	<ul style="list-style-type: none"> ü Develop quadrant-based QIP across all buildings that are driven by requirements for graduation and access to postsecondary education. ü Develop and promote cultural codes and behavior expectations (rubric) to be used quadrant wide K-12. <p>2. Hire a Community Liaison to work with parents, CBO's, FBO's the business community and other community stakeholders to:</p> <ul style="list-style-type: none"> ü Facilitate and promote timely and effective school/parent and school/community communication. ü Staff the QCC ü Develop and promote engagement of CBO's, FBO's and other community partners in improving the quality of all schools in the quadrant. ü Meet with service providers bi-monthly & community resources to coordinate efforts and share information. 	<ul style="list-style-type: none"> ü Develop quadrant-based QIP across all buildings that are driven by requirements for graduation and access to postsecondary education. ü Develop and promote cultural codes and behavior expectations (rubric) to be used quadrant wide K-12. <p>2. Community Liaison position has been eliminated for year 2.</p>	<p>2. discontinued</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
	<ul style="list-style-type: none"> ü Distribute free and reduced lunch applications & other school flyers & information such as Open House to outside organizations. ü Coordinate parent volunteers ü Advocate for and develop funding and other resources from the community to support NHS and its feeder schools. <p>3.Utilize parent volunteers to: help greet busses, assist with movement in hallways, help monitor cafeteria/ common space activity, make calls promoting Open house and other events, organize field trips, etc. Due diligence is required on the legal and liability parameters for this type of involvement are.</p> <p>4.Utilize our Attendance Secretary to:</p> <ul style="list-style-type: none"> ü Address absenteeism, truancy, tardiness, dropouts, etc. through live calls. ü Find accurate and efficient ways of contacting parents/ guardians when contact information has 	<p>3. Utilize parent volunteers that meet the district’s legal parameters for this type of involvement to: help greet busses, assist with movement in hallways, help monitor cafeteria/ common space activity, make calls promoting Open house and other events, organize field trips, etc.</p> <p>4.Utilize the Attendance Team to:</p> <ul style="list-style-type: none"> ü Address absenteeism, truancy, tardiness, dropouts, etc. through live calls. ü Find accurate and efficient ways of contacting parents/guardians when contact information has 	<p>3. proceeding according to approved '10 SIG Plan</p> <p>4. proceeding according to approved amended 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>changed.</p> <ul style="list-style-type: none"> ü A two teacher team will Conduct home visits when necessary, work with school staff and families to remediate issues causing poor attendance and tardiness, and collaborate with instructional teams and school social workers. <p>5. Provide three opportunities for students and parents to review report cards. Each parent and student will meet with a reviewer (teacher, counselor, administrator or community-based volunteers) to review progress and criteria for staying on track.</p> <p>6. The Parent Access Portal provides parents with ongoing access to student attendance and academic progress. IT will provide training for parents and teachers in the use of E-school and the parent portal.</p> <p>7. Create parent room so parents have a place to congregate, maintain files and resources, and use as a base of operation in the school.</p>	<p>changed.</p> <ul style="list-style-type: none"> ü A two teacher team will conduct home visits when necessary, work with school staff and families to remediate issues causing poor attendance and tardiness, and collaborate with instructional teams and school social workers <p>5. Provide three opportunities for students and parent to review report cards. Each parent and student will meet with a reviewer (teacher, counselor, administrator or community-based volunteers) to review progress and criteria for staying on track.</p> <p>6. The Parent Access Portal provides parents with ongoing access to student attendance and academic progress. Guidance will provide training for parents and teachers in the use of E-school and the parent portal.</p> <p>7. Utilize parent room for a place to congregate, maintain files and resources, and use as a base of operation in the school. Using</p>	<p>5. proceeding according to approved '10 SIG Plan</p> <p>6. proceeding according to approved amended Plan</p> <p>7. proceeding according to approved amended 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>One of the rooms in the former TV studio would be ideal. Due diligence is required on the legal and liability parameters for this type of involvement are</p> <p>8. Provide Transportation for ELL and other designated groups of parents who cannot attend Open house and other functions otherwise. Due diligence is required on the legal and liability parameters for this type of involvement are.</p> <p>9. Add signage in main hallway directing parents and visitors to the main office, cafeteria, gym and other likely destinations. The SLT and Principal will also work with the security personal, hall monitors and main office staff to ensure that they greet parents and visitors in a welcoming manner.</p> <p>10. SLT community involvement fund. To fund events to encourage whole family involvement at the school, including: family fun nights, Pasta dinners, spirit nights for athletic events</p>	<p>NHS's procedures for building permits and for signing in during school hours.</p> <p>8. Provide Transportation for ELL and other designated groups of parents who cannot attend Open house and other functions.</p> <p>9. Put up signage in main hallway directing parents and visitors to the main office, cafeteria, gym and other likely destinations. The SLT and Principal will also work with the security personal, hall monitors and main office staff to ensure that they greet parents and visitors in a welcoming manner.</p> <p>10. SLT community involvement fund. To fund events to encourage whole family involvement at the school, including: family fun nights, Pasta dinners, spirit nights for athletic events</p>	<p>8. proceeding according to approved '10 SIG Plan</p> <p>9. proceeding according to approved '10 SIG Plan</p> <p>10. proceeding according to approved '10 SIG Plan</p>
Give the school sufficient operational	The High Schools have created a new	The High Schools have created a new	proceeding according to approved

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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
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	high school schedule that virtually eliminates most study halls and ensures additional time for collaborative planning and embedded professional development. In addition, there will be three 40 minute periods per week at the end of the day where students will have the ability to meet with their teachers for additional targeted assistance. Summer programming will also be provided each year. Nottingham's SLT will guide the master scheduling and extended day and year programming annually with assistance from the Curriculum and Instruction, and IT Divisions' staff.	high school schedule that is moving to a 7 period day (45 minute periods) with the addition of an 'opportunity' period at the end of the day to allow students a chance to meet with teachers for additional targeted assistance, as well as, common planning time and PD for teachers. ELL and Special Education Summer Reading Program and Summer School Bridge program focusing on reading and study skills will be provided.	amended plan
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)	The District's Office of School Reform (OSR) will support all Tier I, II and III schools. The OSR will work closely with our assigned NYSED liaisons to ensure coordinated monitoring efforts in alignment with the approved Redesign Plan.	The District's Office of School Reform (OSR) will support all Tier I, II and III schools. The OSR will work closely with our assigned NYSED liaisons to ensure coordinated monitoring efforts in alignment with the approved Redesign Plan.	proceeding according to approved '10 SIG Plan
If external partners will be used to accomplish all or any of the actions	Partners will include but not be limited to:	Partners will include but not be limited to:	proceeding according to approved amended 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
described- Recruit, screen, and select external providers to ensure their quality	<ul style="list-style-type: none"> ü Syracuse University ü Say Yes to education ü SUNY ESF ü LeMoyne College ü Woodrow Wilson Foundation ü Syracuse Research Corporation 	<ul style="list-style-type: none"> ü Syracuse University ü Project Advance ü OCC ü RIT ü Say Yes to education ü SUNY ESF ü LeMoyne College ü Syracuse Research Corporation ü Smart Scholars ü Woodrow Wilson Foundation 	

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SECTION VI: SCHOOL DATA UPDATE

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

School: Delaware Academy Elementary School
Grades Served: PK-5

NCES#: 362859003852
Number of students: 461

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	2010-2011 SY
Percentage of students with disabilities	School: 24.3% District average: 22.3%	School: 21% District average: 21%	School: 25% District average: 19%
Percentage of English language learners	School: 41% District average: 8%	School: 41% District average: 10%	School: 36% District average: 12%
Percentage of students with interrupted formal education **	School: 2% District average: 27%	School: 2% District average: 23%	School: 3% District average: 24%
Number of minutes within the school year	64,800	64,800	75,600

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Indicator	2008-2009 SY	2009-2010 SY	2010-2011 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	#: _____ %: _____ N/A
Teacher attendance rate	95.1%	95.2%	95.2%
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not available	Not available	Not available
*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.	<p>The District received approval of its 2011-2012 APPR plan from the New York State Education Department in January 2012. Since that time, all teachers and administrators in the seven PLA schools and all ELA and Math teachers and administrators in grades 4-8 have been trained in all aspects of both the teacher and principal evaluation systems. It is currently fully implemented and being utilized. There are five components to the standard evaluation process. They are Student Growth on State Assessments, Locally-Selected Measures, Observation #1, Observation #2, and Individual Professional Growth Plan/Self Reflection. For this year only, an Alternative Evaluation Option will be in place as this option was already in progress when the Plan was approved and implemented in the middle of this year. The Alternative Evaluation Option has six components with an Alternative Evaluation as the sixth component. Points will be assigned for each component of the plan except for the Student Growth on State Assessments. That information cannot be determined until it is provided by the State. We do not anticipate receiving this information until after the school year ends. A final composite score and rating cannot be calculated without that information. Therefore, the number of teachers at each level within the evaluation system for each school cannot be provided at this time. The District will forward this information as soon as it is available.</p>		

**Identified by surveying teachers, reviewing school year demographics, and analyzing prior educational histories new arrivals had in common to determine SIFE status.

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SECTION VI: SCHOOL DATA UPDATE

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

School: Fowler High School
Grades Served: 9-12

NCES#: 362859003861
Number of students: 1150

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	2010-2011 SY
Percentage of students with disabilities	School: 26.96% District average: 22.3%	School: 23% District average: 21%	School: 21% District average: 19%
Percentage of English language learners	School: 14% District average: 8%	School: 20% District average: 10%	School: 26% District average: 12%
Percentage of students with interrupted formal education**	School: 9% District average: 27%	School: 6% District average: 23%	School: 13% District average: 24%
Number of minutes within the school year	67,500	74,700	74,700

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Indicator	2008-2009 SY	2009-2010 SY	2010-2011 SY
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: <u>123</u> %: <u>11</u>	#: <u>183</u> %: <u>15</u>	#: 125 %: 11
Teacher attendance rate	96.1%	95.5%	92.6%
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not available	Not available	Not available
*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.	<p>The District received approval of its 2011-2012 APPR plan from the New York State Education Department in January 2012. Since that time, all teachers and administrators in the seven PLA schools and all ELA and Math teachers and administrators in grades 4-8 have been trained in all aspects of both the teacher and principal evaluation systems. It is currently fully implemented and being utilized. There are five components to the standard evaluation process. They are Student Growth on State Assessments, Locally-Selected Measures, Observation #1, Observation #2, and Individual Professional Growth Plan/Self Reflection. For this year only, an Alternative Evaluation Option will be in place as this option was already in progress when the Plan was approved and implemented in the middle of this year. The Alternative Evaluation Option has six components with an Alternative Evaluation as the sixth component. Points will be assigned for each component of the plan except for the Student Growth on State Assessments. That information cannot be determined until it is provided by the State. We do not anticipate receiving this information until after the school year ends. A final composite score and rating cannot be calculated without that information. Therefore, the number of teachers at each level within the evaluation system for each school cannot be provided at this time. The District will forward this information as soon as it is available.</p>		

**Identified by surveying teachers, reviewing school year demographics, and analyzing prior educational histories new arrivals had in common to determine SIFE status.

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SECTION VI: SCHOOL DATA UPDATE

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

School: Hughes Elementary School
Grades Served: PK-8

NCES#: 362859003872
Number of students: 574

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	2010-2011 SY
Percentage of students with disabilities	School: 25.67% District average: 22.3%	School: 24% District average: 21%	School: 23% District average: 19%
Percentage of English language learners	School: 9% District average: 8%	School: 9% District average: 10%	School: 13% District average: 12%
Percentage of students with interrupted formal education**	School: 2% District average: 27%	School: 2% District average: 23%	School: 13% District average: 24%
Number of minutes within the school year	64,800	64,800	73,800 for 7 th & 8 th 67,500, K-6

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Indicator	2008-2009 SY	2009-2010 SY	2010-2011 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	#: _____ %: _____ N/A
Teacher attendance rate	95.3%	93.2%	93.6%
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not available	Not available	Not available
*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.	<p>The District received approval of its 2011-2012 APPR plan from the New York State Education Department in January 2012. Since that time, all teachers and administrators in the seven PLA schools and all ELA and Math teachers and administrators in grades 4-8 have been trained in all aspects of both the teacher and principal evaluation systems. It is currently fully implemented and being utilized. There are five components to the standard evaluation process. They are Student Growth on State Assessments, Locally-Selected Measures, Observation #1, Observation #2, and Individual Professional Growth Plan/Self Reflection. For this year only, an Alternative Evaluation Option will be in place as this option was already in progress when the Plan was approved and implemented in the middle of this year. The Alternative Evaluation Option has six components with an Alternative Evaluation as the sixth component. Points will be assigned for each component of the plan except for the Student Growth on State Assessments. That information cannot be determined until it is provided by the State. We do not anticipate receiving this information until after the school year ends. A final composite score and rating cannot be calculated without that information. Therefore, the number of teachers at each level within the evaluation system for each school cannot be provided at this time. The District will forward this information as soon as it is available.</p>		

**Identified by surveying teachers, reviewing school year demographics, and analyzing prior educational histories new arrivals had in common to determine SIFE status.

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SECTION VI: SCHOOL DATA UPDATE

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

School: Corcoran High School
Grades Served: 9-12

NCES#: 362859003850
Number of students: 1297

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	2010-2011 SY
Percentage of students with disabilities	School: 20.31% District average: 22.3%	School: 21% District average: 21%	School: 21% District average: 19%
Percentage of English language learners	School: 0% District average: 9%	School: 0% District average: 10%	School: 2% District average: 12%
Percentage of students with interrupted formal education**	School: 0% District average: 27%	School: 25% District average: 23%	School: 28.6% District average: 24%
Number of minutes within the school year	67,500	74,700	74,700

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Indicator	2008-2009 SY	2009-2010 SY	2010-2011 SY
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: 302 %: 19	338 23%	#: 303 %: 22
Teacher attendance rate	93.9%	93.6%	93.9%
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not available	Not available	Not available
*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.	<p>The District received approval of its 2011-2012 APPR plan from the New York State Education Department in January 2012. Since that time, all teachers and administrators in the seven PLA schools and all ELA and Math teachers and administrators in grades 4-8 have been trained in all aspects of both the teacher and principal evaluation systems. It is currently fully implemented and being utilized. There are five components to the standard evaluation process. They are Student Growth on State Assessments, Locally-Selected Measures, Observation #1, Observation #2, and Individual Professional Growth Plan/Self Reflection. For this year only, an Alternative Evaluation Option will be in place as this option was already in progress when the Plan was approved and implemented in the middle of this year. The Alternative Evaluation Option has six components with an Alternative Evaluation as the sixth component. Points will be assigned for each component of the plan except for the Student Growth on State Assessments. That information cannot be determined until it is provided by the State. We do not anticipate receiving this information until after the school year ends. A final composite score and rating cannot be calculated without that information. Therefore, the number of teachers at each level within the evaluation system for each school cannot be provided at this time. The District will forward this information as soon as it is available.</p>		

**Identified by surveying teachers, reviewing school year demographics, and analyzing prior educational histories new arrivals had in common to determine SIFE status.

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SECTION VI: SCHOOL DATA UPDATE

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

School: Grant Middle School
Grades Served: 6-8

NCES#: 362859003862
Number of students: 601

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	2010-2011 SY
Percentage of students with disabilities	School: 20.03% District average: 22.3%	School: 22% District average: 21%	School: 22% District average: 19%
Percentage of English language learners	School: 12% District average: 9%	School: 15% District average: 10%	School: 18% District average: 12%
Percentage of students with interrupted formal education**	School: 21% District average: 27%	School: 20% District average: 23%	School: 18.5% District average: 24%
Number of minutes within the school year	72,900	72,900	72,900

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Indicator	2008-2009 SY	2009-2010 SY	2010-2011 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	#: _____ %: _____ N/A
Teacher attendance rate	94%	92.9%	93.8%
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not available	Not available	Not available
*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.	<p>The District received approval of its 2011-2012 APPR plan from the New York State Education Department in January 2012. Since that time, all teachers and administrators in the seven PLA schools and all ELA and Math teachers and administrators in grades 4-8 have been trained in all aspects of both the teacher and principal evaluation systems. It is currently fully implemented and being utilized. There are five components to the standard evaluation process. They are Student Growth on State Assessments, Locally-Selected Measures, Observation #1, Observation #2, and Individual Professional Growth Plan/Self Reflection. For this year only, an Alternative Evaluation Option will be in place as this option was already in progress when the Plan was approved and implemented in the middle of this year. The Alternative Evaluation Option has six components with an Alternative Evaluation as the sixth component. Points will be assigned for each component of the plan except for the Student Growth on State Assessments. That information cannot be determined until it is provided by the State. We do not anticipate receiving this information until after the school year ends. A final composite score and rating cannot be calculated without that information. Therefore, the number of teachers at each level within the evaluation system for each school cannot be provided at this time. The District will forward this information as soon as it is available.</p>		

**Identified by surveying teachers, reviewing school year demographics, and analyzing prior educational histories new arrivals had in common to determine SIFE status.

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SECTION VI: SCHOOL DATA UPDATE

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

School: Henninger High School
Grades Served: 9-12

NCES#: 362859003864
Number of students: 1614

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	2010-2011 SY
Percentage of students with disabilities	School: 19.92% District average: 22.3%	School: 22% District average: 21%	School: 20% District average: 19%
Percentage of English language learners	School: 0% District average: 9%	School: 0% District average: 10%	School: 4% District average: 12%
Percentage of students with interrupted formal education**	School: 0% District average: 27%	School: 20% District average: 23%	School: 18% District average: 24%
Number of minutes within the school year	67,500	74,700	74,700

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Indicator	2008-2009 SY	2009-2010 SY	2010-2011 SY
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: 288 %: 18	#: 271 %: 16	#: 233 %: 14
Teacher attendance rate	95%	95.2%	92.7%
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not available	Not available	Not available
*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.	<p>The District received approval of its 2011-2012 APPR plan from the New York State Education Department in January 2012. Since that time, all teachers and administrators in the seven PLA schools and all ELA and Math teachers and administrators in grades 4-8 have been trained in all aspects of both the teacher and principal evaluation systems. It is currently fully implemented and being utilized. There are five components to the standard evaluation process. They are Student Growth on State Assessments, Locally-Selected Measures, Observation #1, Observation #2, and Individual Professional Growth Plan/Self Reflection. For this year only, an Alternative Evaluation Option will be in place as this option was already in progress when the Plan was approved and implemented in the middle of this year. The Alternative Evaluation Option has six components with an Alternative Evaluation as the sixth component. Points will be assigned for each component of the plan except for the Student Growth on State Assessments. That information cannot be determined until it is provided by the State. We do not anticipate receiving this information until after the school year ends. A final composite score and rating cannot be calculated without that information. Therefore, the number of teachers at each level within the evaluation system for each school cannot be provided at this time. The District will forward this information as soon as it is available.</p>		

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SECTION VI: SCHOOL DATA UPDATE

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

School: Nottingham High School
Grades Served: 9-12

NCES#: 362859003871
Number of students: 1224

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	2010-2011 SY
Percentage of students with disabilities	School: 19.95% District average: 22.3%	School: 19% District average: 21%	School: 20% District average: 19%
Percentage of English language learners	School: 15% District average: 9%	School: 19% District average: 10%	School: 22% District average: 12%
Percentage of students with interrupted formal education**	School: 17.6% District average: 27%	School: 17% District average: 23%	School: 15% District average: 24%
Number of minutes within the school year	67,500	74,700	74,700

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Indicator	2008-2009 SY	2009-2010 SY	2010-2011 SY
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: 282 %: 23	#: 314 %: 24	#: 351 %: 27
Teacher attendance rate	94.8%	93.9%	94%
Distribution of teachers by performance level on LEA's teacher evaluation system*	Not available	Not available	Not available
*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.	<p>The District received approval of its 2011-2012 APPR plan from the New York State Education Department in January 2012. Since that time, all teachers and administrators in the seven PLA schools and all ELA and Math teachers and administrators in grades 4-8 have been trained in all aspects of both the teacher and principal evaluation systems. It is currently fully implemented and being utilized. There are five components to the standard evaluation process. They are Student Growth on State Assessments, Locally-Selected Measures, Observation #1, Observation #2, and Individual Professional Growth Plan/Self Reflection. For this year only, an Alternative Evaluation Option will be in place as this option was already in progress when the Plan was approved and implemented in the middle of this year. The Alternative Evaluation Option has six components with an Alternative Evaluation as the sixth component. Points will be assigned for each component of the plan except for the Student Growth on State Assessments. That information cannot be determined until it is provided by the State. We do not anticipate receiving this information until after the school year ends. A final composite score and rating cannot be calculated without that information. Therefore, the number of teachers at each level within the evaluation system for each school cannot be provided at this time. The District will forward this information as soon as it is available.</p>		

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SECTION VII: SCHOOL GOALS UPDATE – Cohort 1, Year 3

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' iPads** 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.

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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 2012
Increase the number of students K-2 benchmarking on DIBELS by 25%.	<p>Hughes:</p> <p>Kindergarten: September/January 45% Benchmark/69% Benchmark 37% Strategic/21% Strategic 18% Intensive/10% Intensive</p> <p>First Grade: 63% Benchmark/44% Benchmark 18% Strategic/38% Strategic 19% Intensive/19% Intensive</p> <p>Second Grade: 39% Benchmark/47% Benchmark 23 % Strategic/11% Strategic 38% Intensive/42% Intensive</p> <p>Third Grade: 26% Benchmark/30% Benchmark 26% Strategic/17% Strategic 47% Intensive/43% Intensive</p> <p>Delaware:</p> <p>Kindergarten: 43% Benchmark/21% Benchmark 45% Strategic/40% Strategic 12% Intensive/39% Intensive</p> <p>*First Grade: 45% Benchmark/38% Benchmark 30% Strategic/41% Strategic 25% Intensive/21% Intensive</p> <p>*Second Grade: 62% Benchmark/ 72% Benchmark 20 % Strategic/8% Strategic 18% Intensive/20% Intensive</p> <p>*Third Grade: 57% Benchmark/53% Benchmark 22% Strategic/23% Strategic 21% Intensive/24% 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 went live May 15, 2011
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 a target instruction and PD. Fowler is just now administering the SRI for a second time. There is no growth data to report at this time. Current projection indicates consistent growth. Cohort '14 had a 6% increase to advanced. Cohort '15 had a 6% increase to advanced.
Increase the percent of students passing English Regents from 63% to 75%.	TBD June 2012
Decrease the number of students scoring on Level I.	Decreased by 9% (using the Jan. 2011 Regents and Jan. 2012 Regents)
Decrease the number of students scoring on Level 2.	Decreased by 6% (using the Jan. 2011 Regents and Jan. 2012 Regents)
Increase the number of students scoring on Levels 3 and 4.	Increased Level 3 by 9% (using the Jan. 2011 Regents and Jan. 2012 Regents) Increased Level 4 by 6% (using the Jan. 2011 Regents and Jan. 2012 Regents)
Increase the percent of students passing English Regents.	Increased by 14% (using the Jan. 2011 Regents and Jan. 2012 Regents)
Increase by 20% the number of English language learners (ELLs) making progress in learning English as measured by Annual Measurable Achievement Objectives (AMAO #1).	Increased by 16% (using the Jan. 2011 Regents and Jan. 2012 Regents)
Create an Advisory Block for all Freshmen, Sophomores and Juniors.	The advisory block was not implemented due to a reduction from a five block to a four block day.
Establish SAT preparatory class for all 11 th and 12 th grade students.	Completed

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	<p><u>SAT prep class:</u></p> <ul style="list-style-type: none"> ▶ 3 courses offered in day schedule for juniors: 55 students currently enrolled. (*was not offered in previous year) ▶ Guidance department presented SAT prep lesson in every English 11 class. ▶ Method Test Prep (program offered through Naviance) course being offered every Tuesday & Wednesday in the library. (*was not offered in previous year) 																				
<p>Increase access to college bearing credit courses embedded in school day (SUPA, AP, OCC, SUNY ESF, and IB).</p>	<p><u>Student enrollment in AP/SUPA/OCC/ESF courses:</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><u>2010-2011</u></td> <td style="width: 50%;"><u>2011-2012</u></td> </tr> <tr> <td>OCC Accounting – 15</td> <td>OCC Accounting – 20</td> </tr> <tr> <td>OCC Prin. of Inf. Systems – 57</td> <td>OCC Prin. of Inf. Systems - 15</td> </tr> <tr> <td>AP English – Not offered</td> <td>AP English – 18</td> </tr> <tr> <td>SUPA Bio – 20</td> <td>SUPA Bio – 22</td> </tr> <tr> <td>SUPA Forensics – 35</td> <td>SUPA Forensics – 23</td> </tr> <tr> <td>ESF Global Environment-38</td> <td>ESF Global Environment – 18</td> </tr> <tr> <td>AP World History – 26</td> <td>AP World History – 25</td> </tr> <tr> <td>AP U.S. History – 12</td> <td>AP U.S. History – 17</td> </tr> <tr> <td>ESF Economics – n/a</td> <td>ESF Economics – 21</td> </tr> </table>	<u>2010-2011</u>	<u>2011-2012</u>	OCC Accounting – 15	OCC Accounting – 20	OCC Prin. of Inf. Systems – 57	OCC Prin. of Inf. Systems - 15	AP English – Not offered	AP English – 18	SUPA Bio – 20	SUPA Bio – 22	SUPA Forensics – 35	SUPA Forensics – 23	ESF Global Environment-38	ESF Global Environment – 18	AP World History – 26	AP World History – 25	AP U.S. History – 12	AP U.S. History – 17	ESF Economics – n/a	ESF Economics – 21
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ESF Economics – n/a	ESF Economics – 21																				
<p>Monitor teacher caseloads and effectively use 1/6 section when necessary.</p>	<p>1/6 Positions were implemented during the 2011-2012 school year. Forty-eight 1/6th sections were implemented. Because this intervention will be unsustainable after funding ends it will not be implemented in 2012-13.</p>																				
ACTION	COMPLETED																				
<p>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.</p>	<p>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.</p>																				
<p>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.</p>	<p>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</p>																				

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	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.
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

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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 95 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
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

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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 are now 14 Fowler teachers trained to teach SUPA courses in 2011-12. This is 7 more than the 2010-11 school year.
Maintain the number of high school and middle level teachers trained in teaching Advanced Placement (AP) and pre-AP courses.	Decreased from 11 teachers in 2010-11 school year to 6 in 2011-12 school year,
Increase the number of seats for students taking AP, IB, and ECHS courses.	There was a decrease of 14 seats for these courses for the 2011-12 school year versus the 2010-11 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
ACTION	COMPLETED
Reduce the number of superintendent's hearings.	District wide total hearings totals for 2011 was 939 and this years total (TBD) <u>Fowler's</u> hearings through March of 2012 was 86 as compared to the average 80 referrals for the other high schools. <u>Hughes</u> had 24 hearings this year which is equal to the average 20 hearings for other K-8 schools in the district. <u>Delaware</u> had 33 referrals to hearings as compared to an average of 8

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	hearings per elementary school. PBIS has been instituted in the schools, but this area needs further attention in Year 3.
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

District Sustainability Plans:

The Syracuse City School District elected to use a considerable portion of the SIG funding awarded to them for professional development for teachers and administrators for both Cohort 1 and Cohort 2 schools. Professional development topics include: Understanding by Design (UbD); Formative Assessment; Positive Behavioral Interventions and Supports (PBIS); Sheltered Instruction Observation Protocol (SIOP); and Collaborative Coaching and Learning (CCL) and Peer Coaching. Special emphasis was and will continue to be placed on Understanding by Design so that teachers will be able to create strong instructional programs and effective lesson plans that are in alignment with the Common Core State Standards and contain the necessary academic rigor to challenge students and prepare them for college and career. School principals and vice principals will also receive UbD training and support that will give them the tools and insight to help them become effective instructional leaders in their buildings. The knowledge, insight and skills that teachers have gained from participating in these professional development activities will remain with them throughout their teaching careers. The knowledge gained can be shared with newer teachers through the practices of CCL and Peer Coaching that will strengthen teachers' skills by working together and offering feedback and suggestions on improving instruction.

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Additionally, programming that was purchased through SIG funding such as Expeditionary Learning and Peaceful Schools at Delaware will have been woven into the fabric of the school and continue to be sustained even after the SIG funding has ended. Ramp Up Literacy and Ramp Up Algebra programming will continue to be utilized as effective research-based interventions that improve student achievement in ELA and math. The knowledge gained from consultants that were hired through SIG funding with expertise in Common Core Standards, School Turnaround and Teacher Effectiveness will be incorporated into the District's curriculum and all future trainings.

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SECTION VII: SCHOOL GOALS UPDATE – Cohort 2, year 2

Directions: Please describe any progress made on the annual goals the LEA established in their approved '10 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 of student growth 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 schools with grades 4-8 ELA and Math for the 2011-12 school year. Additional schools will be added in the 2012-13 school year. We are working collaboratively with Mathematica, STA, SAAS, 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. We are working on an APPR agreement for 2012-13 school year. We have contracted with Insight Education for technical assistance in developing a rubric reflective of the Common Core and our instructional needs. 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' iPads** 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.

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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 Assessment Division to **develop ELA and Math curriculum, 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 monitoring will be conducted monthly in mathematics and language arts, and data will be utilized for the purposes of measuring how well the curriculum is being taught, and how well the curriculum aligns with national and State standards and performance indicators, and how well we are helping students achieve mastery. 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 went 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.

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 Nottingham, Corcoran, Henninger and Grant 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
NYSED monitoring indicates goals are met resulting in funding secured for 2012-13.	NYSED audits were conducted in the fall and spring indicating the schools were on track in most areas.
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).
Provide training and support for parent use of the Parent Access Center.	
Coordinate Joint Intervention Team Reviews as required by SED	Completed
Increase total cohort graduation rate from 49% to at least 55% which is a NYSED set target.	TBD June 2012
ACTION	COMPLETED
Data Dashboard is created and implemented. Provide training and support for use of data dashboard.	Administrative use of data dashboard went live on January 2011. After the initial pilot, modifications were made and the teacher side of dashboard went live May 15, 2011.

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<p>The Scholastic Reading Inventory (SRI) will be administered three times per year for students in grades 6-12.</p>	<p>Corcoran: Due to lack of technology, SRI could not be administered. The Gates MnGinnity Ready Assessment was administered twice to 9th grade students. (Fall/Spring)</p> <p>Nottingham: 142 students have taken the SRI in grade 9 from Sept. to Mar.: 24% advanced to 25% ; 13% Proficient to 13%; 38% Basic to 39%; 25% Below Basic to 23%</p> <p>Henninger:9/2010 – 6/2011</p> <p>Advanced (210 students) – 15% Proficient (430 students) – 31% Basic (481 students) – 34% Below Basic – (278 students) – 20%</p> <p>9/2011 – 4/2012</p> <p>Advanced (257 students) – 21% Proficient (413 students) – 35% Basic (366 students) – 31% Below Basic (161 students) - 13%</p> <p>Comparison of 2010/2011 – 2011/2012 6% increase in Advanced designation 4% increase in Proficient designation 3% decrease in Basic designation 7% decrease in Below Basic designation</p> <p>* Year end results will not be available until 6/08/2012</p> <p>Grant:</p>
<p>Decrease the number of students scoring on Level I.</p>	<p>Using the Jan. 2011 Regents and Jan. 2012 Regents</p> <p>Corcoran: Decreased by 3.15% Nottingham: Increased by 1.22% Henninger: Decreased by 3% Grant: TBD</p>

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<p>Decrease the number of students scoring on Level 2.</p>	<p>Using the Jan. 2011 Regents and Jan. 2012 Regents</p> <p>Corcoran: Decreased by 6.44% Nottingham: Increased by 9.96% Henninger: Decreased by 7% Grant: TBD</p>
<p>Increase the number of students scoring on Levels 3 and 4.</p>	<p>Using the Jan. 2011 Regents and Jan. 2012 Regents</p> <p>Corcoran: Decreased 9.59% Nottingham: Decreased by 11.3% Henninger: Increase by 9% Grant: TBD</p>
<p>Increase the percent of students passing English Regents.</p>	<p>Using the Jan. 2011 Regents and Jan. 2012 Regents</p> <p>Corcoran: Increased from 61.7% to 71.3% Nottingham: Decreased by 12% (Test takers were only those who previously failed) Henninger: Grant: N/A</p>
<p>Increase by 20% the number of English language learners (ELLs) making progress in learning English as measured by Annual Measurable Achievement Objectives (AMAO #1).</p>	<p>Using the Jan. 2011 Regents and Jan. 2012 Regents</p> <p>Corcoran: Increased by <u>40%</u> (using the Jan. 2011 Regents and Jan. 2012 Regents)</p> <p>Nottingham: Increased by <u>12%</u> (using the Jan. 2011 Regents and Jan. 2012 Regents)</p> <p>Henninger: Increased or Decreased by ___% (using the Jan. 2011 Regents and Jan. 2012 Regents)</p> <p>Grant: Increased or Decreased by ___% June. 2011 and June. 2012</p>
<p>Create an Advisory Block for all Freshmen, Sophomores and Juniors.</p>	<p>Corcoran: Completed Nottingham: Completed Henninger: Completed</p>
<p>Monitor teacher caseloads and effectively use 1/6 section when necessary.</p>	<p>1/6 Positions were implemented during the 2011-2012 school year. Forty-eight 1/6th sections were implemented. Because this intervention will be unsustainable after funding ends it will not be implemented in 2012-13. Students will be doubled blocked to receive additional Math and ELA instruction at Corcoran, Nottingham and Henninger.</p>

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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 and administrators will be provided PD in the use of the Data Dashboard to progress monitor student growth to inform instruction and for accountability.	Have you and your teachers been trained on the Data Dashboard? Staff has received some training in three of four schools. More training is still being provided to the schools.
Expand the practices of Formative Assessment across all schools.	Completed
ACTION	COMPLETED
The Scholastic Reading Inventory (SRI) and DIBELS will be administered three times per year for students in grades 6-12.	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.	Completed by Coaches and administrators with support of the District's Math Coordinator
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

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Increase number of special education and AIS teachers trained in Wilson Reading from increased.	Completed
Increase the number of teachers using Wilson Reading.	Completed
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
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 2011.	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 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 participation in Regents preparatory courses.	
Increase the number of high school and middle level teachers trained in teaching Early College High School (ECHS) SUPA courses.	<p>Corcoran: <u>2</u> # of teachers 10-11 <u>2</u> # of teachers 11-12</p> <p>Nottingham: <u>8</u> # of teachers 10-11 <u>12</u> # of teachers 11-12</p> <p>Henninger: <u>6</u> # of teachers 10-11 <u>11</u> # of teachers 11-12</p>
Maintain the number of high school and middle level teachers trained in teaching Advanced Placement (AP) and pre-AP courses.	<p>Corcoran: <u>3</u> # of teachers 10-11 <u>3</u> # of teachers 11-12</p> <p>Nottingham: <u>12</u> # of teachers 10-11 <u>14</u> # of teachers 11-12</p> <p>Henninger: <u>5</u> # of teachers 10-11 <u>6</u> # of teachers 11-12</p> <p>Grant: <u>0</u> # of teachers 10-11 <u>0</u> # of teachers 11-12</p>

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Increase the number of seats for students taking AP, IB, and ECHS courses.	<p>Corcoran: <u>540</u> # of students 10-11 <u>540</u># of students 11-12 (Smaller Cohort)</p> <p>Nottingham: <u>490</u> # of students 10-11 <u>852</u> # of students 11-12</p> <p>Henninger: <u>77</u> # of students 10-11 <u>313</u> # of students 11-12</p> <p>Grant: <u>0</u> # of students 10-11 <u>0</u> # of students 11-12</p>
Conduct Internal Site reviews will be conducted in all schools.	Completed
All Tier I and II schools will receive at least 3 site reviews and monthly monitoring consultations.	Completed in conjunction with NYSED monitoring visit.
All Tier III schools will receive at least 2 site reviews and monthly monitoring consultations.	Completed
Expand AVID and use of AVID strategies.	<p>Corcoran: Three teachers have been trained in the use of AVID strategies and turn-key for other staff members.</p> <p>Nottingham: Not Implemented</p> <p>Henninger: Five teachers trained (Scott Fiello, Ann Marie Benevento, Todd Germain, Pat Ruddy and Neal Prince).</p> <p>Grant: Two teachers have been trained as turn-key trainers for the school.</p>
Expand Courageous Conversations About Race.	<p>Corcoran: Not implemented</p> <p>Nottingham: Not Implemented</p> <p>Henninger: Principal, coordinator, instructional coach and vice principals trained have been trained.</p>
Expand Positive Intervention Behavior and Supports (PBIS) to all PLA schools.	<p>Completed</p> <p>PBIS is in progress for implementation this school year 2011-2012 and being planned out for the 2012-2013 school year with goals and activities monthly.</p> <p>Each school has established a PBIS matrix on expectations which should be posted in all classrooms, halls, and cafeteria and we conducted assemblies a few times this year on the PBIS matrix. A grade level read will occur in 2012 on The Highly Effective Habits for Teens as also a piece to PBIS and lifelong learning in preparation for career/college ready students. Schools have utilized PBIS teams to plan and adjust the plan during the school year.</p>

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ACTION	COMPLETED
Reduce the number of superintendent's hearings.	District wide total hearings totals for 2011 was 1296 and YTD totals(829) <u>Corcoran</u> hearings through March of 2012 was 83 as compared to the average 80 referrals for all SCSD high schools. <u>Nottingham</u> hearings through March of 2012 was 69 as compared to the average 80 referrals for all SCSD high schools <u>Henninger</u> hearings through March of 2012 was 84 as compared to the average 80 referrals for all SCSD high schools <u>Grant</u> hearings through March of 2012 was 34 as compared to the average 44 referrals for all SCSD middle schools
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

District Sustainability Plans:

The Syracuse City School District elected to use a considerable portion of the SIG funding awarded to them for professional development for teachers and administrators for both Cohort 1 and Cohort 2 schools. Professional development topics include: Understanding by Design (UbD); Formative Assessment; Positive Behavioral Interventions and Supports (PBIS); Sheltered Instruction Observation Protocol (SIOP); and Collaborative Coaching and Learning (CCL) and Peer Coaching. Special emphasis was and will continue to be placed on Understanding by Design so that teachers will be able to create strong instructional programs and effective lesson plans that are in alignment with the Common Core State Standards and contain the necessary academic rigor to challenge students and prepare them for college and career. School principals and vice principals will also receive UbD training and support that will give them the tools and insight to help them become effective instructional leaders in their buildings. The knowledge, insight and skills that teachers have gained from participating in these professional development activities will remain with them

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throughout their teaching careers. The knowledge gained can be shared with newer teachers through the practices of CCL and Peer Coaching that will strengthen teachers' skills by working together and offering feedback and suggestions on improving instruction.

Ramp Up Literacy and Ramp Up Algebra programming will continue to be utilized as effective research-based interventions that improve student achievement in ELA and math. The knowledge gained from consultants that were hired through SIG funding with expertise in Common Core Standards, School Turnaround and Teacher Effectiveness will be incorporated into the District's curriculum and all future trainings.

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 Elementary School**

BEIS Code:

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Copy and use additional pages as necessary

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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) <i>Cheryl B. Dobbertin</i> Signature 	Expeditionary Learning Chief School Designer Consultant	2011-2012 monthly meetings and Professional Development Sessions	
Individual's Name (Print/Type) <i>Stephanie Burke</i> Signature 	Expeditionary Learning School Designer Consultant	2011-2012 monthly meetings and Professional Dev. Sessions	
Individual's Name (Print/Type) <i>Nathalie G. Warren</i> Signature 	Say Yes To Education Site Director assigned to Delaware Academy	2011-2012 weekly and monthly team meetings	

CONSULTATION/COLLABORATION FORM

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

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School Name: **Delaware Academy Elementary School**

BEDS Code: **4 2 1 8 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)	<i>Kara Shore</i>	Vice - Principal Delaware Academy	2011-2012 weekly and monthly team meetings	
Signature	<i>Kara Shore</i>			
Individual's Name (Print/Type)	<i>Eliezer Hernandez</i>	Administrative Intern Delaware Academy	2011-2012 weekly and monthly team meetings	
Signature	<i>Eliezer Hernandez</i>			
Individual's Name (Print/Type)	<i>Elizabeth A. Siderson</i>	Second Grade Teacher Inclusion Class (Spec. Ed) School Leadership Team Teacher Union Building Rep.	2011-2012 monthly team meetings	
Signature	<i>Elizabeth A. Siderson</i>			

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BEDS Code: **4 2 1 8 0 0 0 0 1 0 0 0 0**

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1. Individuals Consulted			
Individual's Name (Print/Type)	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Signature <i>Lisa M. Quinones</i> Individual's Name (Print/Type) Lisa M. Quinones	Fifth Grade Inclusion Teacher (Spec. Ed.) School Leadership Team	2011-2012 monthly team meetings	
Signature <i>Rita Rainone</i> Individual's Name (Print/Type) Rita Rainone	Fifth Grade Inclusion Teacher (General Education) School Leadership Team Chief Building Teacher Rep.	2011-2012 monthly team meetings	
Signature <i>Merritt Kysak-McGuire</i> Individual's Name (Print/Type) Merritt Kysak-McGuire	First Grade Inclusion Teacher (General Education) School Leadership Team	2011-2012 monthly team meetings	

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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) <i>Thomas S Honors</i>	<i>ATIS Teacher</i>	<i>2011-2012 monthly</i>	
Signature <i>Thomas S Honors</i>	<i>School Leadership Team</i>	<i>team meetings</i>	
Individual's Name (Print/Type) <i>Melba Lindsey</i>	<i>First Grade Teacher</i>	<i>2011-2012 monthly</i>	
Signature <i>Melba Lindsey</i>	<i>School Leadership Team</i>	<i>team meetings</i>	
Individual's Name (Print/Type) <i>Patricia Brody</i>	<i>Second Grade Teacher</i>	<i>2011-2012 monthly</i>	
Signature <i>Patricia Brody</i>	<i>School Leadership Team</i>	<i>team meetings</i>	

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 Elementary School**

BEDS Code: **4 2 1 8 0 0 0 0 1 0 0 0 0**

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) <i>Kathleen Snyder</i> Signature <i>Kathleen Snyder</i>	Parent - several students Delaware Parent Involvement Co.	5/1/12 Monthly Meetings Volunteer	
Individual's Name (Print/Type) <i>Jacquett Ganges</i> Signature <i>Jacquett Ganges</i>	Parent - 2 nd grade student Delaware Parent Involvement Committee	5/1/12 Monthly Meetings Volunteer	
Individual's Name (Print/Type) Signature			

CONSULTATION/COLLABORATION DOCUMENTATION FORM

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

BEDS Code:

4	2	1	8	0	0	0	1	0	0	0
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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) James Palumbo	Facilitator/Principal	1-4-12, 1-12-12, 1-20-12, 2-8-12, 3-13-12, 4-19-12	
Signature 			
Individual's Name (Print/Type) Mary Virgil	Committee Member/ Teacher	1-4-12, 1-12-12, 1-20-12, 2-12-12, 3-13-12, 4-19-12	
Signature 			
Individual's Name (Print/Type) Timothy Fitzpatrick	Committee Member/ Teacher	1-4-12, 1-12-12, 1-20-12, 2-12-12, 3-13-12, 4-19-12	
Signature 			

CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: Syracuse City School District

School Name: Fowler High School

BEDS Code:

4	2	1	8	0	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) James Nieves Signature <i>James Nieves</i>	Committee Member/ Teacher	1-4-12, 1-12-12, 1-20-12, 2-12-12, 3-13-12, 4-19-12	
Individual's/Name (Print/Type) Teresa Gallo Signature <i>Teresa Gallo</i>	Committee Member/ Teacher	1-4-12, 1-12-12, 1-20-12, 2-12-12, 3-13-12, 4-19-12	
Individual's Name (Print/Type) Melissa Senenko Signature <i>M. Senenko</i>	Committee Member/ Teacher	1-4-12, 1-12-12, 1-20-12, 2-12-12, 3-13-12, 4-19-12	
Individual's Name (Print/Type) Beth Church Signature <i>Beth Church</i>	Committee Member/ Teacher	1-4-12, 1-12-12, 1-20-12, 2-12-12, 3-13-12, 4-19-12	
Individual's Name (Print/Type) Kristina Sokolic Signature <i>Kristina Sokolic</i>	Committee Member/ Parent	1-4-12, 1-12-12, 1-20-12, 2-12-12, 3-13-12, 4-19-12	
Individual's Name (Print/Type) Jolene Todd Signature <i>Jolene Todd</i>	Committee Member/ Community	1-4-12, 1-12-12, 1-20-12, 2-12-12, 3-13-12, 4-19-12	
Individual's Name (Print/Type) Randy Weatherby Signature <i>Randy Weatherby</i>	Committee Member/ Community	1-4-12, 1-12-12, 1-20-12, 2-12-12, 3-13-12, 4-19-12	
Individual's Name (Print/Type) Kelly Wall Signature <i>Kelly Wall</i>	Committee Member/	1-4-12, 1-12-12, 1-20-12, 2-12-12, 3-13-12, 4-19-12	

CONSULTATION/COLLABORATION FORM

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

LEA Name: **Syracuse City School District**

School Name: **Hughes School**

BEDES 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) <i>Meghan Goodness</i>	<i>Adapted Phys. Ed</i>	<i>SLT meeting</i>	
Signature <i>Meghan E. Goodness</i>		<i>4/26/12</i>	
Individual's Name (Print/Type) <i>Jennifer Hodgens</i>	<i>Teacher Grade 5</i>	<i>SLT meeting</i>	
Signature <i>Jennifer Hodgens</i>	<i>SLT</i>	<i>4/26/12</i>	
Individual's Name (Print/Type) <i>Christine Pawelek</i>	<i>Teacher Gr 1</i>	<i>SLT mtg</i>	
Signature <i>Christine Pawelek</i>	<i>SLT</i>	<i>4/26/12</i>	

CONSULTATION/COLLABORATION FORM

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

LEA Name: **Syracuse City School District**

School Name: **Hughes School**

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)	Individual's Name (Print/Type)	ESL Teacher	SLT	4/26/12	SLT		
Individual's Name (Print/Type)	Individual's Name (Print/Type)	ESL Teacher	SLT	4/26/12	SLT		
Individual's Name (Print/Type)	Individual's Name (Print/Type)	Social Worker Support Staff	SLT	4/26/12	SLT		

CONSULTATION/COLLABORATION FORM

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

LEA Name: **Syracuse City School District**

School Name: **Hughes School**

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)	<i>Maryanne BDDK</i>	<i>3rd grade teacher</i>	<i>4-26-12</i>	
Signature	<i>Maryanne BDDK</i>	<i>SLT</i>		
Individual's Name (Print/Type)	<i>Luberta Crouch</i>	<i>Parent Liaison</i>	<i>4-26-12</i>	
Signature	<i>Luberta Crouch</i>	<i>SLT</i>		
Individual's Name (Print/Type)	<i>Kristin Mecum</i>	<i>6th Grade Teacher</i>	<i>4-26-12</i>	
Signature	<i>Kristin Mecum</i>	<i>SLT</i>		

CONSULTATION/COLLABORATION FORM

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

LEA Name: **Syracuse City School District**

School Name: **Hughes School**

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) <i>MERESA HEISEL</i>	Principal	3/26 SLT meeting	
Signature 			
Individual's Name (Print/Type) <i>RISANA HELL-BOLLAAMY</i>	Pasort	4/30 Principal meeting	
Signature 			
Individual's Name (Print/Type)			
Signature			

CONSULTATION/COLLABORATION FORM

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

LEA Name: **Syracuse City School District**

School Name: **Corcoran High School**

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) <i>Emily Behan</i> Signature <i>Emily Behan</i>	<i>Teacher</i>	<i>4-24-12</i>	
Individual's Name (Print/Type) <i>Donna Belmonico</i> Signature <i>Donna Belmonico</i>	<i>Teacher</i>	<i>4-24-12</i>	
Individual's Name (Print/Type) <i>Deborah Panebianco</i> Signature <i>Deborah A Panebianco</i>	<i>Teacher</i>	<i>4-24-12</i>	

CONSULTATION/COLLABORATION FORM

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

LEA Name: **Syracuse City School District**

School Name: **Corcoran High School**

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) BRIAN RUDY Signature <i>Brian Rudy</i>	TEACHER	4-24-12	
Individual's Name (Print/Type) FILIZ COSKUN Signature <i>Filiz Coskun</i>	TEACHER	4-24-12	
Individual's Name (Print/Type) Lora Williams Signature <i>Lora Williams</i>	10/teacher Parent	4/24/12	

CONSULTATION/COLLABORATION FORM

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

LEA Name: **Syracuse City School District**

School Name: **Corcoran High School**

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) Signature: <i>BARBARA Slater</i>	<i>TEACHER</i>	<i>4-24-12</i>	
Individual's Name (Print/Type) Signature: <i>Barbara B Slater</i>			
Individual's Name (Print/Type) Signature: <i>Kelly Regan</i>	<i>Library media Specialist</i>	<i>4-24-12</i>	
Individual's Name (Print/Type) Signature: <i>Kelly Regan</i>			
Individual's Name (Print/Type) Signature: <i>Megan Ethel</i>			
Individual's Name (Print/Type) Signature: <i>Megan Ethel</i>	<i>Teacher</i>	<i>4.24.12</i>	

CONSULTATION/COLLABORATION FORM

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

LEA Name: **Syracuse City School District**

School Name: **Corcoran High School**

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) <i>MATTHEW C CARAN</i> Signature 	TEACHER - SPED	4/27/12	
Individual's Name (Print/Type) <i>Elizabeth H. Kupiec</i> Signature 	Vice Principal Administration	4/27/12	
Individual's Name (Print/Type) <i>Les Sossove</i> Signature 	Principal Administration	4/27/12	

CONSULTATION/COLLABORATION FORM

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

LEA Name: **Syracuse City School District**

School Name: **Corcoran High School**

BEDS Code:

4	2	1	8	0	0	0	1	0	0	0
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Individual's Name (Print/Type) Signature Jennifer J. King-Reese Individual's Name (Print/Type) Jennifer J. King-Reese Signature Jennifer J. King-Reese	Vice Principal Administration	04/27/12	
Individual's Name (Print/Type) Signature Thomas Kaya Individual's Name (Print/Type) Thomas Kaya Signature Thomas Kaya	School Counselor	04/27/12	
Individual's Name (Print/Type) Signature Kevin S. Murphy Individual's Name (Print/Type) Kevin S. Murphy Signature Kevin S. Murphy	Administrator	4/27/12	

CONSULTATION/COLLABORATION FORM

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

LEA Name: **Syracuse City School District**

School Name: **Grant Middle School**

BEDS Code:	4	2	1	8	0	0	0	0	1	0	0	0
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Individual's Name (Print/Type): <i>Juan Collins</i> Signature: <i>Juan Collins</i>	<i>Parent DE-DESIGN TEAM MEMBER</i>	3-16-12 School Leadership meeting	
Individual's Name (Print/Type): <i>JAMES DE SANTI</i> Signature: <i>JAMES DE SANTI</i>	<i>Division</i>	3-16-12 School Leadership meeting	
Individual's Name (Print/Type): <i>James Colps</i> Signature: <i>James Colps</i>	<i>DESIGN TEAM MEMBER</i>	3-16-12 School Leadership meeting	
Individual's Name (Print/Type): <i>Walter</i> Signature: <i>Walter</i>	<i>COORDINATOR</i>		

CONSULTATION/COLLABORATION FORM

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

LEA Name: **Syracuse City School District** School Name: **Grant Middle School**

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

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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) Marni Cassalia Signature 	De Desires Team Manager Director	3-16-12 School Leadership meeting	
Individual's Name (Print/Type) [Blank]			
Signature [Blank]			
Individual's Name (Print/Type) [Blank]			
Signature [Blank]			

CONSULTATION/COLLABORATION FORM

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

LEA Name: **Syracuse City School District** School Name: **Henninger High School**

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) <i>William W. Meem</i> Signature <i>W.W. Meem</i>	School Implementation manager	4/24/12 SET meetings	
Individual's Name (Print/Type) <i>ROBERT A. DiFuria</i> Signature <i>Robert A. DiFuria</i>	Principal	4/24/12 SET meetings	
Individual's Name (Print/Type) <i>Harmeny Babel-Balantys</i> Signature <i>Harmeny Babel-Balantys</i>	Vice Principal	4/24/12 SET meetings	

CONSULTATION/COLLABORATION FORM

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

LEA Name: **Syracuse City School District**

School Name: **Henninger 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) Michelle Bergamo Signature <i>Michelle Bergamo</i>	Guidance Counselor	4/24/12 SET meetings	
Individual's Name (Print/Type) Isabel Carciolo Signature <i>Isabel Carciolo</i>	Teacher	4/24/12 SET meetings	
Individual's Name (Print/Type) Isabel Carciolo Signature <i>Isabel Carciolo</i>	Librarian	4/24/12 SET meetings	
Individual's Name (Print/Type) Elizabeth Harnett Signature <i>Elizabeth Harnett</i>			

CONSULTATION/COLLABORATION FORM

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

LEA Name: **Syracuse City School District**

School Name: **Henninger High School**

BEDS Code:

4	2	1	8	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) <i>Allyssa Nicotra</i> Signature <i>Allyssa Nicotra</i>	<i>Teacher</i>	<i>4/24/12</i> <i>SET meeting</i>	
Individual's Name (Print/Type) <i>JOSEPH GREENE</i> Signature <i>JOSEPH GREENE</i>	<i>Teacher</i>	<i>4/24/12</i> <i>SET meeting</i>	
Individual's Name (Print/Type) <i>Matthew HENNEBERRY</i> Signature <i>Matthew Henneberry</i>	<i>Teacher</i>	<i>4/24/12</i> <i>SET meeting</i>	
Individual's Name (Print/Type) <i>Matthew Funderburk</i> Signature <i>Matthew Funderburk</i>			

CONSULTATION/COLLABORATION FORM

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

LEA Name: **Syracuse City School District**

School Name: **Henninger High School**

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)	<i>Melinda McElanthy</i>	<i>Teacher</i>	<i>4/24/12</i>	
Signature	<i>[Signature]</i>		<i>SLT meeting</i>	
Individual's Name (Print/Type)	<i>Kathleen Siracusa</i>	<i>Teacher</i>	<i>4/24/12</i>	
Signature	<i>[Signature]</i>		<i>SLT meeting</i>	
Individual's Name (Print/Type)	<i>Ron Marie Benevento</i>	<i>Teacher</i>	<i>4/24/12</i>	
Signature	<i>[Signature]</i>		<i>SLT meeting</i>	

CONSULTATION/COLLABORATION FORM

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

LEA Name: **Syracuse City School District**

School Name: **Nottingham High School**

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) <i>Sharon E. Bell</i> Signature <i>Sharon E. Bell</i>	Vice Principal Nottingham High School	4-26-12 Budget	
Individual's Name (Print/Type) <i>Beth & Swil</i> Signature <i>Beth & Swil</i>	SED Beth Andrew Hogston	4-20-12 Budget	
Individual's Name (Print/Type) Signature			

CONSULTATION/COLLABORATION FORM

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

LEA Name: **Syracuse City School District**

School Name: **Nottingham High School**

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) REGINA B. HENDERSON Signature <i>Regina Henderson</i>	TEACHER	4/17/12 SLT	
Individual's Name (Print/Type) Signature <i>James Arzola</i>	Teacher	4/17/12 SLT	
Individual's Name (Print/Type) Signature			

CONSULTATION/COLLABORATION FORM

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

LEA Name: **Syracuse City School District**

School Name: **Nottingham High School**

BEDS Code: **4 2 1 8 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) <i>Sara Gentry</i> Signature <i>Sara Gentry</i>	<i>Teacher</i> <i>SLT</i>	<i>4/17/12</i> <i>SLT meeting</i>	
Individual's Name (Print/Type) <i>Lynelle Francis</i> Signature <i>Lynelle Francis</i>	Teacher <i>Administrator</i> <i>SLT</i>	<i>4/17/12</i> <i>SLT meeting</i>	
Individual's Name (Print/Type) <i>Kevinell Baxter</i> Signature <i>Kevinell Baxter</i>	<i>Admin's helper</i> <i>SLT</i>	<i>4/17/12</i> <i>SLT meeting</i>	
Individual's Name (Print/Type) <i>Shantel Parker</i> Signature <i>Shantel Parker</i>			

CONSULTATION/COLLABORATION FORM

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LEA Name: **Syracuse City School District**

School Name: **Nottingham High School**

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) <i>Tracy White</i>	<i>School Counselor - Nottingham SLT</i>	<i>4/11/12</i>	
Signature <i>Tracy White</i>		<i>SLT meeting</i>	
Individual's Name (Print/Type) <i>Sara Gentry</i>	<i>Teacher</i>	<i>4/11/12</i>	
Signature <i>Sara Gentry</i>	<i>Nottingham SLT</i>	<i>SLT meeting</i>	
Individual's Name (Print/Type) <i>Sara Gentry</i>			
Signature			

CONSULTATION/COLLABORATION FORM

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LEA Name: **Syracuse City School District**

School Name: **Nottingham High School**

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) <i>Hymanne DeJore</i> Signature	VP North H.S.	4/17/12 SLT meeting	
Individual's Name (Print/Type) <i>Donna Formica</i> Signature	VP Nottingham HS	4/17/12 SLT meeting	
Individual's Name (Print/Type) <i>NAOMI ALI</i> Signature	Teacher Nottingham H.S.	4/17/12 SLT meeting	

CONSULTATION/COLLABORATION FORM

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

LEA Name: **Syracuse City School District**

School Name: **Nottingham High School**

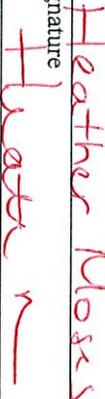
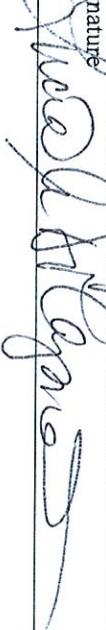
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Individual's Name (Print/Type)	Heather Moses	Teacher	4/17/12	
Signature		Nottingham SLT	SLT meeting	
Individual's Name (Print/Type)	SEAN MARTIN	TEACHER	4/17/12	
Signature		NOTTINGHAM SLT	SLT meeting	
Individual's Name (Print/Type)	Lynne Cappo	Teacher	4/17/12	
Signature		Nottingham SLT	SLT meeting	

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LEA Name: **Syracuse City School District**

School Name: **Nottingham High School**

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) <i>Thomas K. Little</i>	<i>Teachers</i>	<i>4/17/12</i>	
Signature <i>Shenna K. Little</i>	<i>Nottingham SLT</i>	<i>SLT meeting</i>	
Individual's Name (Print/Type) <i>Den Little</i>	<i>Teachers</i>	<i>4/17/12</i>	
Signature <i>Den Little</i>	<i>Nottingham SLT</i>	<i>SLT meeting</i>	
Individual's Name (Print/Type) <i>Myriam Ibore</i>	<i>Teachers</i>	<i>4/17/12</i>	
Signature <i>Myriam Ibore</i>	<i>Nottingham SLT</i>	<i>SLT meeting</i>	

CONSULTATION/COLLABORATION FORM

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

LEA Name: **Syracuse City School District** School Name: **Nottingham High School**

BEDS Code:

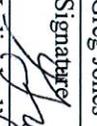
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Individual's Name (Print/Type) Greg Jones Signature:  Individual's Name (Parent/Type)	Parent Representative	Participation in planning and implementation	
Signature			
Individual's Name (Print/Type)			
Signature			

SECTION VIII: SUMMARY OF COHORT 1 EXPENDITURES BY FS-10 BUDGET CODES FOR 2011-2012

Directions: Please complete the following chart, detailing the expenditures that have occurred during the 2011-2012 SY related to implementation of your approved '09 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 ^{1*}	Projected Balance/ Carryover	Projected Cost 2012-13
Code 15 Professional Salaries	\$2,605,038	<p>Delaware: Five (5) FTE positions: Literacy Coach (1) STEM Coach (1) Math Coach (1) SIOP/ELL Coach (1) Parent Liaison (1) (the 4.0 FTE Teaching Assistant Substitutes were not hired, daily substitutes were used instead. The 1.0 FTE Teacher for Literacy Intervention and the 3.0 FTE Teaching Assistants were not hired so that Delaware could build back in their extended day that was cut in error when asked to reduce the budget)</p> <p>Extensions of service for teachers and teaching assistants to allow for the extension of the school day</p> <p>Per diem rate for daily substitutes to teach</p>	\$2,576,885 <i>(decreased by \$28,153)</i>	\$2,276,885 Due to the suspension of SIG funding, professional development opportunities were either postponed or had to be covered by other funding sources and some before and after-school programming was suspended. This resulted	\$300,000	\$2,396,689

¹ On January 3rd, the Commissioner suspended SIG funds in ten districts as a result of failure to implement Education Law 3012-c. When listing the actual amounts expended for particular codes, districts should also use this space to describe any affects of the suspension of funds on expenditures for the 2011-2012 SY.

* Amount we expect to expend through September 30, 2012, the end date of the Cohort 1, year 2 budget period.

FS-10 Code Number	Amount Allocated	Proposed Expense Description	Amended Y/N (if yes include amount)	Actual Amount Expended ^{1*}	Projected Balance/ Carryover	Projected Cost 2012-13
		<p>classes while teachers participate in professional development during the day Teachers extensions of service to participate in professional development on such topics as Expeditionary Learning (EL), Danielson Training and Positive Behavioral Interventions and Supports (PBIS)</p> <p>Principal stipend</p> <p>Fowler: Six (6) FTE positions plus a .3 FTE position: Social Worker (1) Dean of Students/PBIS Facilitator (1) Dean of Students/Mediation (1) Instructional Support Teacher (1) Literacy Facilitator/Special Education (1) Teacher for NJROTC (1) Science Teacher (.3) (.3 FTE covered by a reduction in the 1/6 block)</p> <p>Increase in salary by 1/6 for teachers as compensation for teaching an extra instructional block which increased learning time for students</p> <p>Extensions of service for teachers to participate in professional development on topics such as: Data Analysis, Collaborative Coaching and Learning (CCL), Danielson Training, Formative Assessment (FA), SIOP, PBIS, and for 12:1:1 for special education teachers</p>		in less extension of service money being used then was originally budgeted		

FS-10 Code Number	Amount Allocated	Proposed Expense Description	Amended Y/N (if yes include amount)	Actual Amount Expended ^{1*}	Projected Balance/ Carryover	Projected Cost 2012-13
		<p>Principal stipend</p> <p>Hughes: Eight (8) FTE positions: Literacy Instructional Coaches (3) Math Teacher (1) AVID Teacher (1) ESL Teacher (1) Computer/Technology Teacher (1) Parent Liaison (1) (the 3.0 FTE Teaching Assistant Substitutes were not hired, daily substitutes were used instead.)</p> <p>Extensions of service for teachers to participate in professional development on topics such as: Data Analysis, Collaborative Coaching and Learning (CCL), Danielson Training, Formative Assessment (FA), SIOP, and PBIS</p> <p>Extensions for service for parent liaison to provide after-school support for students.</p> <p>Extensions of service for teachers to participate in planning and meetings</p> <p>Principal stipend</p> <p>District-wide: Two (2) FTE positions: Director of School Reform (1)</p>				

FS-10 Code Number	Amount Allocated	Proposed Expense Description	Amended Y/N (if yes include amount)	Actual Amount Expended^{1*}	Projected Balance/ Carryover	Projected Cost 2012-13
		PBIS Coach (1) (the .5 FTE Director of School Turnaround was not hired as originally planned)				
Code 16 Support Staff Salaries	\$169,112	Delaware: One (1) FTE position: Attendance Assistant (1) Hughes: One (1) FTE position: Attendance Assistant (1) District-wide: Three (3) FTE positions: Typist for the Director of School Reform (1) Network Telecommunication Technician (1) Computer Repair Technician (1)	\$201,581 <i>(increased by \$32,469)</i>	\$136,581	\$65,000	\$38,645
Code 40 Purchased Services	\$228,300	Delaware: Contract with Expeditionary Learning Schools for EL professional development and support Contract with Peaceful Schools to provide youth violence prevention and character development programming Fowler: Purchased service for Ramp Up Literacy Purchased service for Ramp Up Algebra SOLO Unlimited Series Site License	\$357,050 <i>(increased by \$128,750)</i>	\$357,050	\$0	\$818,533

FS-10 Code Number	Amount Allocated	Proposed Expense Description	Amended Y/N (if yes include amount)	Actual Amount Expended ^{1*}	Projected Balance/ Carryover	Projected Cost 2012-13
		Purchased service with Advanced Academics for NYS Regents Preparation Courses				
Code 45 Supplies and Materials	\$255,062	<p>Delaware: Technology including a Smartboard for kindergarten, an eInstruction MOBI teacher wireless pads IR CRS system and a portable scanner</p> <p>School Uniforms (shirts for students)</p> <p>Instructional supplies for students including such items as: writing and reading center, Reading A-Z subscription, Science A-Z subscription, at-my-seat math games, hands-on problem solver, social studies resource box, learning science cubes, Reading the World DVD and Strategic Thinking DVD, learning center pocket chart, etc.</p> <p>Fowler: Professional resource material: “Driven by Data: A Practical Guide to Improve Instruction”</p> <p>Supplemental reading books for students: ‘Behind Those Eyes”, “The Absolutely Part-time Indian”, “The Boy Who Dared”, Sunrise Over Fallujah” as well as dictionaries: Swahili to English, Kirundi to English, Burmese to English, and Napali dictionaries</p>	\$197,879 <i>(decreased by \$57,183)</i>	\$197,879	\$0	\$187,932

FS-10 Code Number	Amount Allocated	Proposed Expense Description	Amended Y/N (if yes include amount)	Actual Amount Expended ^{1*}	Projected Balance/ Carryover	Projected Cost 2012-13
		<p>Technology items including laptops and software and graphing calculators</p> <p>PBIS incentives for students including: lanyards and accent sports packs, “Fowler Nation” tee-shirts and sweatshirts, and medals engraved with “Excellence in Academics”</p> <p>Hughes: Technology including laptops and software, desktop computers, software and monitors, eInstruction MOBI teacher wireless pads and chargers</p> <p>Instructional supplies including items such as: daily warm-up reading grades 1-5, daily warm-ups math grades 1-5, sentence strips, phonics center sets, literacy center sets, flash cards, pocket charts, building math fluency sets, sigh-word puzzles, vocabulary practice cards, etc.</p> <p>PBIS incentive supplies for PBIS activities and celebrations such as: numbers game insert, duck pond, golf-chipping game, snow-cone shaver and flavored syrups</p> <p>Flags representing various student cultures</p> <p>Staff incentives including items such as: water bottles, pen gift sets, sticky note sets, lanyards,</p>				

FS-10 Code Number	Amount Allocated	Proposed Expense Description	Amended Y/N (if yes include amount)	Actual Amount Expended ^{1*}	Projected Balance/ Carryover	Projected Cost 2012-13
		<p>insulated lunch bags and thank you bookmarkers</p> <p>School Uniforms (shirts for students)</p> <p>District-wide: Projector and tri-pod projection screen for Director of School Reform</p> <p>Dual voice wireless sound system for Director of School Reform to make presentations at schools</p>				
Code 46 Travel Expenses	\$73,990	<p>Delaware: Student field study trips to differentiate instruction and provide real world exposure (Expeditionary Learning) in the areas of science, history and arts for students to such places as: Syracuse Center of Excellence to study green technology, Baltimore Woods for environmental education, Civic Center to see Rudolph for exposure to the Arts, Fesko Farms for EL trip exposing students to life on a dairy farm, and The MOST (Museum of Science and Technology) etc.</p> <p>Teachers and administrators travel for EL conference in Rochester, NY</p> <p>Fowler: Student field trips for career and college exploration and exposure including trips to:</p>	\$52,990 <i>(decreased by \$21,000)</i>	\$32,990 Student field trips and staff travel was postponed during the suspension of funds resulting in travel funds not being fully utilized	\$20,000	\$85,697

FS-10 Code Number	Amount Allocated	Proposed Expense Description	Amended Y/N (if yes include amount)	Actual Amount Expended ^{1*}	Projected Balance/ Carryover	Projected Cost 2012-13
		<p>Syracuse University for a presentation in Science by Dr. Carol Finn, Orenda Springs for Team Building for 9th grade students, and a Biology Forensic Science Class field study trip to Buffalo to visit the Buffalo Zoo and Niagara Aquarium. In-district travel for social worker to travel to students' homes who are having attendance issues</p> <p>Hughes: Student field study trips to differentiate instruction and provide real world exposure in the areas of science, history and arts for students to such places as: Golub's "Our Farm" for students to be exposed to a solar-powered farm and the Museum of Science and Technology (MOST) to help students build background in physical science</p>				
Code 80 Employee Benefits	\$1,168,498	Associated employee benefits for FTE positions and teachers' and teaching assistants' extension of service hours listed above	\$1,113,615 <i>(decreased by \$54,883)</i>	\$768,615 Employee benefits associated with extension of service hours for teachers was also not fully utilized due to the suspension of	\$345,000	\$763,147

FS-10 Code Number	Amount Allocated	Proposed Expense Description	Amended Y/N (if yes include amount)	Actual Amount Expended^{1*}	Projected Balance/ Carryover	Projected Cost 2012-13
				SIG funds		
Code 90 Indirect	N/A	N/A	N/A	N/A	N/A	N/A
Code 49 BOCES Services	N/A	N/A	N/A	N/A	N/A	N/A
Code 30 Minor Remodeling	N/A	N/A	N/A	N/A	N/A	N/A
Code 20 Equipment	N/A	N/A	N/A	N/A	N/A	N/A
Totals	\$4,500,000		\$4,500,000	\$3,770,000	\$730,000	\$4,290,643

SECTION VIII: SUMMARY OF COHORT 2 EXPENDITURES BY FS-10 BUDGET CODES FOR 2011-2012

Directions: Please complete the following chart, detailing the expenditures that have occurred during the 2011-2012 SY related to implementation of your approved '10 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^{1*}	Projected Balance/ Carryover	Projected Cost 2012-13
Code 15 Professional Salaries	\$4,312,324	<p>Corcoran: Seven (7) FTE positions: Attendance/Student Affairs Deans (2) Math Teacher (1) ELA Teacher (1) SIM (1) Instructional Coach (1) Teaching Assistant Substitute (1) (the Instructional Coach was originally budgeted as a .5 FTE position, but we were able to cover a 1.0 FTE due to the 1/6 extra teaching block being overestimated)</p> <p>Increase in salary by 1/6 for teachers as compensation for teaching an extra instructional block which increased learning time for students</p> <p>Extensions of service for teachers to participate in professional development on topics such as Data Driven Instruction (DDI), Understanding By Design (UbD), Collaborative Coaching and Learning (CCL), Differentiated Instruction,</p>	\$3,951,838 <i>(decreased by \$360,486)</i>	\$3,351,838 Due to the suspension of SIG funding, professional development opportunities were either postponed or had to be covered by other funding sources and some before and after-school programming was suspended. This resulted in less extension of	\$600,000	\$3,069,193

¹ On January 3rd, the Commissioner suspended SIG funds in ten districts as a result of failure to implement Education Law 3012-c. When listing the actual amounts expended for particular codes, districts should also use this space to describe any affects of the suspension of funds on expenditures for the 2011-2012 SY.

* Amount we expect to expend through June 30, 2012, the end of the Cohort 2, year 1 budget period.

FS-10 Code Number	Amount Allocated	Proposed Expense Description	Amended Y/N (if yes include amount)	Actual Amount Expended ^{1*}	Projected Balance/ Carryover	Projected Cost 2012-13
		<p>Response to Intervention (RTI), Positive Behavioral Interventions and Supports (PBIS) and effective use of technology to enhance instruction</p> <p>Principal stipend</p> <p>Grant: Seven (7) FTE positions: Social Worker (1) Parent Liaison (1) Teachers for BEST program (2) Dean of Students (1) PBIS Coach (1) Literacy Coach (1) (2.0 FTE Teaching Assistant Substitute positions and the 1.0 FTE Teaching Assistant for ESL position were not filled. The salaries and employee benefits were used to hire a 1.0 FTE Literacy Coach)</p> <p>Extensions of service for teachers to participate in professional development on topics such as UbD, PBIS, CCL and Formative Assessment</p> <p>Teachers' extension of service for committee and planning meetings and extended day (before and after-school) academic support for students</p> <p>Teaching Assistants extension of service for extended day academic support for students</p>		<p>service money being used then was originally budgeted</p>		

FS-10 Code Number	Amount Allocated	Proposed Expense Description	Amended Y/N (if yes include amount)	Actual Amount Expended ^{1*}	Projected Balance/ Carryover	Projected Cost 2012-13
		<p>Principal stipend</p> <p>Henninger: Seven (7) FTE positions: SIM (1) Teaching Assistant Substitute (4) Teaching Assistant Behavior Program (1) Instructional Coach (1) (only 1.0 FTE SIM position was filled and the .5 FTE Social Worker was not hired)</p> <p>Increase in salary by 1/6 for teachers as compensation for teaching an extra instructional block which increased learning time for students</p> <p>Extensions of service for teachers to participate in professional development on topics such as UbD, PBIS, Teach Like a Champion, etc.</p> <p>Extensions of service for teachers to provide summer enrichment (student-parent night)</p> <p>Extensions of service for Special Education teachers to participate in professional development</p> <p>Principal stipend</p> <p>Nottingham: Six (6) FTE positions: SIM/Vice Principal (3)</p>				

FS-10 Code Number	Amount Allocated	Proposed Expense Description	Amended Y/N (if yes include amount)	Actual Amount Expended ^{1*}	Projected Balance/ Carryover	Projected Cost 2012-13
		<p>Teaching Assistant Substitute (2) Content Area Teacher (1)</p> <p>Increase in salary by 1/6 for teachers as compensation for teaching an extra instructional block which increased learning time for students</p> <p>Extensions of service for teachers to provide after-school tutorials, AP bridge support and Regents Boot Camp academic support for struggling students</p> <p>Extensions of service for teachers to participate in professional development on topics such as PBIS, 4-tiered implementation and for 12:1:1 for special education teachers</p> <p>Extensions of service for teachers to participate in collaborative planning, data analysis and development of action plans, scheduling, and technology planning</p> <p>Principal stipend</p> <p>District-wide: Stipends for participation in needs, analysis, design and writing of SIG-PLA redesign plans (.5 FTE Director of Turnaround and 1.0 FTE PBIS Coach not hired)</p>				
Code 16 Support Staff	\$74,700	Nottingham: One (1) FTE position: Community Aide (1)	\$74,700	\$74,700	\$0	\$20,645

FS-10 Code Number	Amount Allocated	Proposed Expense Description	Amended Y/N (if yes include amount)	Actual Amount Expended ^{1*}	Projected Balance/ Carryover	Projected Cost 2012-13
Salaries		District-wide: One (1) FTE position: Network Telecommunication Technician (1)				
Code 40 Purchased Services	\$37,500	Corcoran: SOLO Unlimited Series Site License Purchased service with Advanced Academics for NYS Regents Preparation Courses Purchased service for Ramp Up Literacy Purchased service for Ramp Up Algebra Henninger: SOLO Unlimited Series Site License Purchased service with Advanced Academics for NYS Regents Preparation Courses Purchased service with YMCA for SAT preparation course for students Purchased service for Ramp Up Literacy Purchased service for Ramp Up Algebra Nottingham: SOLO Unlimited Series Site License Purchased service with Advanced Academics for NYS Regents Preparation Courses	\$487,500 <i>(increased by \$450,000)</i>	\$487,500	\$0	\$792,549

FS-10 Code Number	Amount Allocated	Proposed Expense Description	Amended Y/N (if yes include amount)	Actual Amount Expended ^{1*}	Projected Balance/ Carryover	Projected Cost 2012-13
		<p>Corporate Campus license from provider Ed Warnshuis</p> <p>Printing cost for posters listing behavioral expectations</p> <p>Purchased service for Ramp Up Literacy</p> <p>Purchased service for Ramp Up Algebra</p>				
Code 45 Supplies and Materials	\$1,052,925	<p>Corcoran: Desktop computers, monitors and software for 4 computer labs. Also purchased tables and chairs for the computer labs</p> <p>Technology including laptops and software, eInstruction MOBI teacher wireless pads and chargers, projectors and replacement bulbs for projectors</p> <p>Grant: Security cameras to improve school safety and security</p> <p>Wegmans card to purchase food items for family and community nights and also for PBIS celebrations for students</p> <p>Technology including laptops and software, Smartboards, document cameras, projectors, printers, eInstruction IR CPS system (32 pad), and desktop speakers</p> <p>Washer and dryer for the Better Expectations</p>	\$1,052,925	\$1,002,925	\$50,000	\$892,583

FS-10 Code Number	Amount Allocated	Proposed Expense Description	Amended Y/N (if yes include amount)	Actual Amount Expended ^{1*}	Projected Balance/ Carryover	Projected Cost 2012-13
		<p>Starting Today (BEST) Program for service learning project</p> <p>PBIS incentives including: tee-shirts, mega pen assortments, funny face erasers, pencil grips, reduce/reuse/recycle notebooks, globe shaped pencil sharpeners, etc. Also, a popcorn popper and popcorn, oil and seasonings for student celebrations</p> <p>Professional resource books such as “Teach Like a Champion”, “Bringing Learning Alive”, “US History to 1900”, “20th Century US History”, and “Uncovering Student Thinking in Math”</p> <p>Teacher incentive items including: Grant Gator mugs, umbrellas, rulers, window clings, and plastic license plate frames</p> <p>School Uniforms (shirts for students)</p> <p>Instructional supplies including: Classroom kits for fractions, supporting ELL in the Math classroom, “math for all” differentiating instruction kits, pocket charts, sentence strips, etc.</p> <p>Henninger: Technology including laptops and software, desktop computers and monitors, eInstruction MOBI teacher wireless pads and chargers, Smartboards and sound system</p>				

FS-10 Code Number	Amount Allocated	Proposed Expense Description	Amended Y/N (if yes include amount)	Actual Amount Expended ^{1*}	Projected Balance/ Carryover	Projected Cost 2012-13
		<p>Instructional supplies including: Review books and practice test materials for integrated algebra, geometry, algebra and trigonometry, global history, US history, geography and government, student agenda books and binders</p> <p>Nottingham: Technology including laptops and software, desktop computers, monitors and speakers, printer, Smartboards, laptop cart, projector, eInstruction MOBI teacher wireless pads and chargers</p> <p>Wegmans card to purchase food for PBIS incentive celebrations and wellness program</p> <p>PBIS incentives including: friendship bracelets, stickers, necklaces, pencils, notepads, etc.</p> <p>Instructional supplies including: student agenda books, biology supplies (microscope slides, demo kits, and dissecting pins), dry erase easels and markers, supplemental reading materials (Catcher Caught books)</p> <p>Parent involvement room items: panels for room, desk, table, chair and sofa</p> <p>Professional resource books, "Content Strategies for English Language Learners"</p>				
Code 46 Travel Expenses	\$70,792	Grant: Student field study trip: Service-learning trip where students helped with preparation and	\$70,792	\$30,792 Student field trips and staff	\$40,000	\$112,700

FS-10 Code Number	Amount Allocated	Proposed Expense Description	Amended Y/N (if yes include amount)	Actual Amount Expended^{1*}	Projected Balance/ Carryover	Projected Cost 2012-13
		<p>distribution of Holiday items for families in need</p> <p>Nottingham: Student field trips for career and college exploration and exposure including trips to: Syracuse University, Le Moyne College and Nazareth College, Owen Orchards for relevant food and nutrition information, Drama Club Conference, Onondaga County Bar Association Mock Trials, and Oswego State for Drama Festival</p> <p>District-wide: Director of School Reform to National Association of State Boards of Education (NASBE) conference</p>		travel was postponed during the suspension of funds resulting in travel funds not being fully utilized		
Code 80 Employee Benefits	\$1,451,759	Associated employee benefits for FTE positions and teachers' and teaching assistants' extension of service hours listed above	\$1,362,245 <i>(decreased by \$89,514)</i>	\$1,085,245 Employee benefits associated with extension of service hours for teachers was also not fully utilized due to the suspension of SIG funds	\$277,000	\$1,062,330
Code 90 Indirect	N/A	N/A	N/A	N/A	N/A	N/A
Code 49 BOCES	N/A	N/A	N/A	N/A	N/A	N/A

FS-10 Code Number	Amount Allocated	Proposed Expense Description	Amended Y/N (if yes include amount)	Actual Amount Expended^{1*}	Projected Balance/ Carryover	Projected Cost 2012-13
Services						
Code 30 Minor Remodeling	N/A	N/A	N/A	N/A	N/A	N/A
Code 20 Equipment	N/A	N/A	N/A	N/A	N/A	N/A
Totals	\$7,000,000		\$7,000,000	\$6,033,000	\$967,000	\$5,950,000

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BUDGET NARRATIVE – Cohort 1 for 2012-2013 school year

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 2012-2013 School Year for Cohort 1		
FS-10 Budget Code	Description	Dollar Amount
Code 15 Professional Salaries	Delaware: 1.0 FTE Literacy 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	70,000
	1.0 FTE STEM/Math Coach – to provide site-based professional development in research-based instructional strategies that support STEM instruction and implementation of transformation model	70,000
	Teachers’ extensions of service - to participate in: professional development on Common Core State Standards, evaluation systems, academic rigor, data analysis to improve student achievement, and the use and integration of technology in the classroom	117,600
	Teachers’ extensions of service - to provide a school-wide extension of the school day	252,000
	Teaching Assistants’ extensions of service - to provide a school-wide extension of the school day	41,580
	Principal’s stipend – to provide a financial reward for demonstrated success in school transformation efforts and improving student achievement	10,000
	Fowler: 1.0 FTE Literacy 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-	70,000

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	<p>tiered student support framework, and to analyze student assessment data to identify areas in need of improvement</p>	
	<p>1.0 FTE STEM/Math Coach – to provide site-based professional development in research-based instructional strategies that support STEM instruction and implementation of transformation model</p>	70,000
	<p>1.0 FTE Dean of Students - will work with students and families to address poor student attendance and tardiness issues and provide mediation</p>	72,056
	<p>.5 FTE 9th grade English Teacher – will provide additional instructional time for all 9th grade students implementing Ramp Up Literacy to improve student achievement in ELA. Each of the .5 FTE English Teachers will be teaching a minimum of one (1) double-period (two sections) of Ramp Up Literacy a day which is equivalent to 40% of their instructional time. Additional time will be spent planning for Ramp Up instruction which accounts for the other 10%.</p>	34,750
	<p>.5 FTE 9th grade English Teacher – will provide additional instructional time for all 9th grade students implementing Ramp Up Literacy to improve student achievement in ELA. Each of the .5 FTE English Teachers will be teaching a minimum of one (1) double-period (two sections) of Ramp Up Literacy a day which is equivalent to 40% of their instructional time. Additional time will be spent planning for Ramp Up instruction which accounts for the other 10%.</p>	34,750
	<p>.5 FTE 9th grade Math Teacher – will provide additional instructional time for all 9th grade students implementing Ramp Up Literacy to improve student achievement in ELA. Each of the .5 FTE English Teachers will be teaching a minimum of one (1) double-period (two sections) of Ramp Up Literacy a day which is equivalent to 40% of their instructional time. Additional time will be spent planning for Ramp Up instruction which accounts for the other 10%.</p>	34,750
	<p>.5 FTE 9th grade Math Teacher – will provide additional instructional time for all 9th grade students implementing Ramp Up Algebra to improve student achievement in math. Each of the .5 FTE Math Teachers will be teaching a minimum of one (1) double-period (two sections) of Ramp Up Algebra a day which is equivalent to 40% of their instructional time. Additional time will be spent planning for Ramp Up instruction which accounts for the other 10%.</p>	34,750

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	<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>Teachers' extension of service hours to participate in professional development outside of regular school hours in areas including Common Core State Standards, evaluation systems, academic rigor, Data Analysis, SIOP, Formative Assessment, etc.</p> <p>Teachers' extension of service hours for planning, meetings, professional development and to provide extended learning time for students</p> <p>Principal's stipend – to provide a financial reward for demonstrated success in school transformation efforts and improving student achievement</p> <p>Hughes:</p> <p>1.0 FTE Literacy 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</p> <p>1.0 FTE STEM/Math Coach – to provide site-based professional development in research-based instructional strategies that support STEM instruction and implementation of transformation model</p> <p>1.0 FTE AVID Teacher – to implement AVID instruction in grades 5-8.</p> <p>1.0 FTE Computer/Technology Teacher – to teach technology using computer lab; and support the implementation of use of technology in classrooms</p> <p>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</p>	<p style="text-align: right;">57,314</p> <p style="text-align: right;">211,680</p> <p style="text-align: right;">453,600</p> <p style="text-align: right;">10,000</p> <p style="text-align: right;">70,000</p> <p style="text-align: right;">70,000</p> <p style="text-align: right;">80,864</p> <p style="text-align: right;">54,153</p>
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	<p>learning (PBIS, Collaborative Coaching and Learning Model, SIOP, AVID strategies, and Formative Assessments); Common Core State Standards, evaluation systems, academic rigor; and monthly meetings to design, implement and evaluate PBIS protocols</p> <p>Teachers’ extensions of service - to support after school programming</p> <p>Teaching Assistants’ extensions of service - to support 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>District-wide:</p> <p>.5 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.</p> <p>.5 FTE PBIS Coach – will provide technical assistance and training to PBIS teams in our Tier I, II and III schools throughout the District.</p> <p>.28 FTE Director of Turnaround – will support schools in the Fowler quadrant (Fowler and Delaware) in innovative approaches to improving student achievement</p> <p>Teachers’ extensions of service – to participate in District-wide professional development initiatives for teachers and certified staff working in a Cohort 1 PLA schools</p>	<p>134,400</p> <p>100,800</p> <p>11,340</p> <p>10,000</p> <p>58,240</p> <p>37,462</p> <p>35,000</p> <p>89,600</p>
	Total for Code 15	2,396,689
Code 16 Support Staff	Delaware: Extension of service - for Typist II for extended school day	3,600

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Salaries	Extension of service – for nurse for extended school day	5,400
	Fowler: Extension of service - for Typist II for extended school day	3,600
	Extension of service – for nurse for extended school day	5,400
	District-wide: 1.0 FTE Typist II – will provide administrative support for the Director of School Reform	20,645
	Total for Code 16	38,645
Code 40 Purchased Services	Delaware: Purchased services with Learn Zillion – a learning platform that combines video lessons, assessments, and progress reporting. Each lesson highlights a Common Core standard, starting with Math in grades 3-9	10,000
	Contract with Denise Collier who will provide expertise in curriculum and instructional program development	5,000
	Contracts with TBD consultants with expertise in Common Core Standards	10,000
	Contract with Peaceful Schools to provide youth violence prevention and character development programming	41,000
	Costs to contract with Expeditionary Learning to continue to implement EL school-wide	153,250
	Cost to contract with Pearson for professional development training and support	100,000
	Contract with School Turnaround Group to provide expertise in school reform	65,000

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	<p>Contract with Insight Education Group to help build a customized instructional framework aligned to the Common Core State Standards. The framework defines actions that effective teachers take to engage students in high quality instruction to improve student learning. The framework also serves as a foundation for supporting teachers in reflecting on their practice as well as driving coherent and relevant professional development and accountability systems.</p>	33,000
	<p>Site license with ExploreLearning for Math and Science Gizmos which provides interactive online simulations for math and science education.</p>	15,325
	<p>Fowler: Purchased service for Ramp-Up Literacy, a research-based program designed to improve academic achievement for our struggling students in ELA.</p>	28,500
	<p>Purchased service for Ramp-Up Algebra, a research-based program designed to help 9th-graders catch up in math and learn the foundational concepts they must understand to enter college or prepare for a career</p>	28,500
	<p>Purchased service with Agile Mind to provide the tools and services needed to manage instruction effectively and to ensure that all students, particularly low income, students of color, experience a high-quality education in math and science that prepares them for college and the contemporary workplace.</p>	26,633
	<p>Contract with Denise Collier who will provide expertise in curriculum and instructional program development</p>	5,000
	<p>Contracts with TBD consultants with expertise in Common Core Standards</p>	10,000
	<p>Contract with School Turnaround Group to provide expertise in school reform</p>	65,000
	<p>Contract with Insight Education Group to help build a customized instructional framework aligned to the Common Core State Standards. The framework defines actions that effective teachers take to engage students in high quality instruction to improve student learning. The framework also serves as a foundation for supporting teachers in reflecting on their practice as well as driving coherent and relevant professional</p>	33,000

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	<p>development and accountability systems.</p> <p>Contract with Authentic Education to provide training to teachers in Understanding by Design (UbD). UbD is a framework for improving student achievement which emphasizes the teacher's critical role as a designer of student learning. UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities.</p> <p>Hughes: Purchased services with Learn Zillion – a learning platform that combines video lessons, assessments, and progress reporting. Each lesson highlights a Common Core standard, starting with Math in grades 3-9</p> <p>Contract with Denise Collier who will provide expertise in curriculum and instructional program development</p> <p>Contracts with TBD consultants with expertise in Common Core Standards</p> <p>Contract with University of Texas at Austin to provide consultation for a Reading Academy</p> <p>Contract with Insight Education Group to help build a customized instructional framework aligned to the Common Core State Standards. The framework defines actions that effective teachers take to engage students in high quality instruction to improve student learning. The framework also serves as a foundation for supporting teachers in reflecting on their practice as well as driving coherent and relevant professional development and accountability systems.</p> <p>Site license with ExploreLearning for Math and Science Gizmos which provides interactive online simulations for math and science education.</p> <p>District-wide: Contracts with guest presenters to speak to students in PLA schools on a various topics that will motivate students and improve student achievement.</p>	<p>35,000</p> <p>10,000</p> <p>5,000</p> <p>10,000</p> <p>65,000</p> <p>33,000</p> <p>15,325</p> <p>16,000</p>
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	Total for Code 40	818,533
Code 45 Supplies and Materials	Delaware: Mini netbooks for 4 th and 5 th grade students	52,000
	PC Security/Storage Carts	6,432
	Smartboards	22,500
	Instructional supplies including, but not limited to: supplemental reading material for students, planners, technology items such as computers, document cameras, etc.	21,000
	Fowler: Instructional supplies including, but not limited to: supplemental reading material for students, planners, technology items such as computers, document cameras, etc.	15,000
	Hughes: Mini netbooks for 6 th grade students	27,000
	PC security/storage carts	5,000
	Smartboards	18,000
Instructional supplies including, but not limited to: supplemental reading material for students, planners, technology items such as computers, document cameras, etc.	21,000	
	Total for Code 45	187,932
Code 46 Travel	Delaware: Teachers and administrators to attend conferences on topics in alignment with redesign plan (destinations TBD), to observe other administrators in high performing schools, and to attend Expeditionary Learning Workshops and Conferences	7,200

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	Students will participate in field experiences to various destinations to support content and project-based/expeditionary learning	16,000
	Fowler: Administrators to attend conferences on topics in alignment with redesign plan (destinations TBD) and to observe other administrators in high performing schools	7,200
	Students will participate in grade-level project-based field experiences and college exploration trips	15,800
	Hughes: Teachers and administrators to attend conferences on topics in alignment with redesign plan (destinations TBD) and to observe other administrators in high performing schools	7,200
	Students will participate in field experiences to various destinations to support content and project-based learning	25,000
	District-wide: Director of School Reform and Director of Turnaround to attend required SIG meetings	7,297
	Total for Code 46	85,697
Code 80 Employee Benefits	Delaware, Fowler, Hughes and District-wide: 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	763,147
	Total for Code 80	763,147
Code 90 Indirect		N/A
Code 49 BOCES Services		N/A
Code 30 Minor Remodeling		N/A

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Code 20 Equipment		N/A	N/A
		Grand Total	4,290,643

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BUDGET NARRATIVE – Cohort 2 for 2012-2013 school year

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 2012-2013 School Year for Cohort 2		
FS-10 Budget Code	Description	Dollar Amount
Code 15 Professional Salaries	Corcoran: 1.0 FTE Literacy 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	70,000
	1.0 FTE STEM/Math Coach – to provide site-based professional development in research-based instructional strategies that support STEM instruction and implementation of transformation model	70,000
	1.0 FTE Dean of Students - to support both PBIS and RTI as well as allow building principal (s) to spend more time in the classrooms throughout the day	61,214
	.5 FTE 9th grade English Teacher – will provide additional instructional time for all 9 th grade students implementing Ramp Up Literacy to improve student achievement in ELA. Each of the .5 FTE English Teachers will be teaching a minimum of one (1) double-period (two sections) of Ramp Up Literacy a day which is equivalent to 40% of their instructional time. Additional time will be spent planning for Ramp Up instruction which accounts for the other 10%.	34,750
	.5 FTE 9th grade English Teacher – will provide additional instructional time for all 9 th grade students implementing Ramp Up Literacy to improve student achievement in ELA. Each of the .5 FTE English Teachers will be teaching a minimum of one (1) double-period (two sections) of Ramp Up Literacy a day which is equivalent to 40% of their instructional time. Additional time will be spent planning for Ramp Up	34,750

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	<p>instruction which accounts for the other 10%.</p> <p>.5 FTE 9th grade Math Teacher – will provide additional instructional time for all 9th grade students implementing Ramp Up Literacy to improve student achievement in ELA. Each of the .5 FTE English Teachers will be teaching a minimum of one (1) double-period (two sections) of Ramp Up Literacy a day which is equivalent to 40% of their instructional time. Additional time will be spent planning for Ramp Up instruction which accounts for the other 10%.</p> <p>.5 FTE 9th grade Math Teacher – will provide additional instructional time for all 9th grade students implementing Ramp Up Literacy to improve student achievement in ELA. Each of the .5 FTE English Teachers will be teaching a minimum of one (1) double-period (two sections) of Ramp Up Literacy a day which is equivalent to 40% of their instructional time. Additional time will be spent planning for Ramp Up instruction which accounts for the other 10%.</p> <p>Teachers’ extension of service hours to participate in professional development outside of regular school hours in areas including Common Core State Standards, evaluation systems, academic rigor, Data Analysis, Talent Development, SIOP, Formative Assessment, etc.</p> <p>Teachers’ extension of service hours to provide extended learning time for students</p> <p>Principal’s stipend – to provide a financial reward for demonstrated success in school transformation efforts and improving student achievement</p> <p>Grant:</p> <p>1.0 FTE Literacy 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</p> <p>1.0 FTE STEM/Math Coach – to provide site-based professional development in research-based instructional strategies that support STEM instruction and implementation of transformation model</p>	<p style="text-align: right;">34,750</p> <p style="text-align: right;">34,750</p> <p style="text-align: right;">196,000</p> <p style="text-align: right;">20,160</p> <p style="text-align: right;">10,000</p> <p style="text-align: right;">70,000</p> <p style="text-align: right;">70,000</p>
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1.0 FTE BEST Program Teacher - to continue to run an in-school, multi-grade level (6-8) Better Expectations Starting Today (BEST) program	64,303
1.0 FTE BEST Program Teacher - to continue to run an in-school, multi-grade level (6-8) Better Expectations Starting Today (BEST) program	61,214
1.0 FTE Social Worker - to assist with students' and families' social and emotional needs in school	64,522
Teachers' extension of service hours to participate in professional development outside of regular school hours in areas including Common Core State Standards, evaluation systems, academic rigor, Data Analysis, Understanding by Design, SIOP, Formative Assessment, etc.	91,000
Teachers' extension of service hours for extended day programming to participate in planning and committee meetings and to provide before- and after-school academic support for students	218,400
Teachers' extension of service hours at the end of summer to participate in professional development and preparation for the school year	24,538
Teachers' extension of service hours for planning, meetings, professional development and to provide extended learning time for students	22,400
Principal's stipend – to provide a financial reward for demonstrated success in school transformation efforts and improving student achievement	10,000
Henninger: 1.0 FTE Literacy 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	70,000
1.0 FTE STEM/Math Coach – to provide site-based professional development in research-based	

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	<p>instructional strategies that support STEM instruction and implementation of transformation model</p> <p>5 FTE 9th grade English Teacher – will provide additional instructional time for all 9th grade students implementing Ramp Up Literacy to improve student achievement in ELA. Each of the .5 FTE English Teachers will be teaching a minimum of one (1) double-period (two sections) of Ramp Up Literacy a day which is equivalent to 40% of their instructional time. Additional time will be spent planning for Ramp Up instruction which accounts for the other 10%.</p> <p>.5 FTE 9th grade English Teacher – will provide additional instructional time for all 9th grade students implementing Ramp Up Literacy to improve student achievement in ELA. Each of the .5 FTE English Teachers will be teaching a minimum of one (1) double-period (two sections) of Ramp Up Literacy a day which is equivalent to 40% of their instructional time. Additional time will be spent planning for Ramp Up instruction which accounts for the other 10%.</p> <p>.5 FTE 9th grade Math Teacher – will provide additional instructional time for all 9th grade students implementing Ramp Up Literacy to improve student achievement in ELA. Each of the .5 FTE English Teachers will be teaching a minimum of one (1) double-period (two sections) of Ramp Up Literacy a day which is equivalent to 40% of their instructional time. Additional time will be spent planning for Ramp Up instruction which accounts for the other 10%.</p> <p>.5 FTE 9th grade Math Teacher – will provide additional instructional time for all 9th grade students implementing Ramp Up Literacy to improve student achievement in ELA. Each of the .5 FTE English Teachers will be teaching a minimum of one (1) double-period (two sections) of Ramp Up Literacy a day which is equivalent to 40% of their instructional time. Additional time will be spent planning for Ramp Up instruction which accounts for the other 10%.</p> <p>Teachers’ extension of service hours to participate in professional development outside of regular school hours in areas including Common Core State Standards, evaluation systems, academic rigor, Data Analysis, Understanding by Design, SIOP, Formative Assessment, etc.</p> <p>Teachers’ extension of service hours for planning, meetings, professional development and to provide</p>	<p style="text-align: right;">70,000</p> <p style="text-align: right;">34,750</p> <p style="text-align: right;">34,750</p> <p style="text-align: right;">34,750</p> <p style="text-align: right;">34,750</p> <p style="text-align: right;">168,000</p>
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	<p>extended learning time for students</p> <p>Principal's stipend – to provide a financial reward for demonstrated success in school transformation efforts and improving student achievement</p> <p>Nottingham:</p> <p>1.0 FTE Literacy 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</p> <p>1.0 FTE STEM/Math Coach – to provide site-based professional development in research-based instructional strategies that support STEM instruction and implementation of transformation model</p> <p>5 FTE 9th grade English Teacher – will provide additional instructional time for all 9th grade students implementing Ramp Up Literacy to improve student achievement in ELA. Each of the .5 FTE English Teachers will be teaching a minimum of one (1) double-period (two sections) of Ramp Up Literacy a day which is equivalent to 40% of their instructional time. Additional time will be spent planning for Ramp Up instruction which accounts for the other 10%.</p> <p>.5 FTE 9th grade English Teacher – will provide additional instructional time for all 9th grade students implementing Ramp Up Literacy to improve student achievement in ELA. Each of the .5 FTE English Teachers will be teaching a minimum of one (1) double-period (two sections) of Ramp Up Literacy a day which is equivalent to 40% of their instructional time. Additional time will be spent planning for Ramp Up instruction which accounts for the other 10%.</p> <p>.5 FTE 9th grade Math Teacher – will provide additional instructional time for all 9th grade students implementing Ramp Up Literacy to improve student achievement in ELA. Each of the .5 FTE English Teachers will be teaching a minimum of one (1) double-period (two sections) of Ramp Up Literacy a day which is equivalent to 40% of their instructional time. Additional time will be spent planning for Ramp Up instruction which accounts for the other 10%.</p>	<p style="text-align: right;">302,400</p> <p style="text-align: right;">10,000</p> <p style="text-align: right;">70,000</p> <p style="text-align: right;">70,000</p> <p style="text-align: right;">34,750</p> <p style="text-align: right;">34,750</p>
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	<p>.5 FTE 9th grade Math Teacher – will provide additional instructional time for all 9th grade students implementing Ramp Up Literacy to improve student achievement in ELA. Each of the .5 FTE English Teachers will be teaching a minimum of one (1) double-period (two sections) of Ramp Up Literacy a day which is equivalent to 40% of their instructional time. Additional time will be spent planning for Ramp Up instruction which accounts for the other 10%.</p> <p>1.0 FTE Case Manager – will provide assistance with community outreach and the attendance team, working with parents, CBO’s, FBO’s, the business community and other community stakeholders</p> <p>Teachers’ extension of service hours to participate in professional development outside of regular school hours in areas including Common Core State Standards, evaluation systems, academic rigor, Data Analysis, SIOP, Formative Assessment, etc.</p> <p>Teachers’ extension of service hours for planning, meetings, professional development and to provide extended learning time for students</p> <p>Principal’s stipend – to provide a financial reward for demonstrated success in school transformation efforts and improving student achievement</p> <p>District-wide:</p> <p>.5 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.</p> <p>.5 FTE PBIS Coach – will provide technical assistance and training to PBIS teams in our Tier I, II and III schools throughout the District.</p> <p>Teachers’ extensions of service – to participate in District-wide professional development initiatives for teachers and certified staff working in a Cohort 2 PLA schools</p>	<p style="text-align: right;">34,750</p> <p style="text-align: right;">34,750</p> <p style="text-align: right;">59,228</p> <p style="text-align: right;">126,000</p> <p style="text-align: right;">405,720</p> <p style="text-align: right;">10,000</p> <p style="text-align: right;">58,240</p> <p style="text-align: right;">37,462</p>
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		52,500
	Total for Code 15	3,050,301
Code 16 Support Staff Salaries	District-wide: 1.0 FTE Typist II – will provide administrative support for the Director of School Reform	20,645
	Total for Code 16	20,645
Code 40 Purchased Services	Corcoran: Purchased service for Ramp-Up Literacy, a research-based program designed to improve academic achievement for our struggling students in ELA.	28,500
	Purchased service for Ramp-Up Algebra, a research-based program designed to help 9th-graders catch up in math and learn the foundational concepts they must understand to enter college or prepare for a career	28,500
	Purchased service with Agile Mind to provide the tools and services needed to manage instruction effectively and to ensure that all students, particularly low income students of color, experience a high-quality education in math and science that prepares them for college and the contemporary workplace.	26,633
	Contract with Denise Collier who will provide expertise in curriculum and instructional program development	5,000
	Contracts with TBD consultants with expertise in Common Core Standards	10,000
	Contract with International Baccalaureate (IB) for the IB Diploma Programme - an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The programme is typically taught over two years and has gained recognition and respect from the world's leading universities.	80,000

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	<p>Contract with Insight Education Group to help build a customized instructional framework aligned to the Common Core State Standards. The framework defines actions that effective teachers take to engage students in high quality instruction to improve student learning. The framework also serves as a foundation for supporting teachers in reflecting on their practice as well as driving coherent and relevant professional development and accountability systems.</p>	33,000
	<p>Contract with Authentic Education to provide training to teachers in Understanding by Design (UbD). UbD is a framework for improving student achievement which emphasizes the teacher's critical role as a designer of student learning. UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities.</p>	35,000
	<p>Site license with ExploreLearning for Math and Science Gizmos which provides interactive online simulations for math and science education.</p>	15,325
	<p>Grant: Purchased services with Learn Zillion – a learning platform that combines video lessons, assessments, and progress reporting. Each lesson highlights a Common Core standard, starting with Math in grades 3-9</p>	10,000
	<p>Contract with Denise Collier who will provide expertise in curriculum and instructional program development</p>	5,000
	<p>Contracts with TBD consultants with expertise in Common Core Standards</p>	10,000
	<p>Contract with Insight Education Group to help build a customized instructional framework aligned to the Common Core State Standards. The framework defines actions that effective teachers take to engage students in high quality instruction to improve student learning. The framework also serves as a foundation for supporting teachers in reflecting on their practice as well as driving coherent and relevant professional development and accountability systems.</p>	33,000

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	<p>Site license with ExploreLearning for Math and Science Gizmos which provides interactive online simulations for math and science education.</p> <p>Henninger: Purchased service for Ramp-Up Literacy, a research-based program designed to improve academic achievement for our struggling students in ELA.</p> <p>Purchased service for Ramp-Up Algebra, a research-based program designed to help 9th-graders catch up in math and learn the foundational concepts they must understand to enter college or prepare for a career</p> <p>Purchased service with Agile Mind to provide the tools and services needed to manage instruction effectively and to ensure that all students, particularly low income students of color, experience a high-quality education in math and science that prepares them for college and the contemporary workplace.</p> <p>Contract with Denise Collier who will provide expertise in curriculum and instructional program development</p> <p>Contracts with TBD consultants with expertise in Common Core Standards</p> <p>Contract with School Turnaround Group to provide expertise in school reform</p> <p>Contract with Insight Education Group to help build a customized instructional framework aligned to the Common Core State Standards. The framework defines actions that effective teachers take to engage students in high quality instruction to improve student learning. The framework also serves as a foundation for supporting teachers in reflecting on their practice as well as driving coherent and relevant professional development and accountability systems.</p> <p>Contract with Authentic Education to provide training to teachers in Understanding by Design (UbD). UbD is a framework for improving student achievement which emphasizes the teacher's critical role as a designer of student learning. UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging</p>	<p>15,325</p> <p>28,500</p> <p>28,500</p> <p>26,633</p> <p>5,000</p> <p>10,000</p> <p>100,000</p> <p>33,000</p> <p>35,000</p>
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	<p>learning activities.</p> <p>Nottingham: Purchased service for Ramp-Up Literacy, a research-based program designed to improve academic achievement for our struggling students in ELA.</p> <p>Purchased service for Ramp-Up Algebra, a research-based program designed to help 9th-graders catch up in math and learn the foundational concepts they must understand to enter college or prepare for a career</p> <p>Purchased service with Agile Mind to provide the tools and services needed to manage instruction effectively and to ensure that all students, particularly low income students of color, experience a high-quality education in math and science that prepares them for college and the contemporary workplace.</p> <p>Contract with Denise Collier who will provide expertise in curriculum and instructional program development</p> <p>Contracts with TBD consultants with expertise in Common Core Standards</p> <p>Contract with Authentic Education to provide training to teachers in Understanding by Design (UbD). UbD is a framework for improving student achievement which emphasizes the teacher's critical role as a designer of student learning. UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities.</p> <p>Contract with Insight Education Group to help build a customized instructional framework aligned to the Common Core State Standards. The framework defines actions that effective teachers take to engage students in high quality instruction to improve student learning. The framework also serves as a foundation for supporting teachers in reflecting on their practice as well as driving coherent and relevant professional development and accountability systems.</p> <p>District-wide:</p>	<p></p> <p>28,500</p> <p>28,500</p> <p>26,633</p> <p>5,000</p> <p>10,000</p> <p>35,000</p> <p>33,000</p>
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	Contracts with guest presenters to speak to students in PLA schools on a various topics that will motivate students and improve student achievement.	24,000
	Total for Code 40	792,549
Code 45 Supplies and Materials	<p>Corcoran: Mini netbooks for 9th grade students</p> <p>PC Security/Storage Carts</p> <p>CPS Assessment Clickers</p> <p>Smartboards</p> <p>Instructional supplies including, but not limited to: supplemental books, planners, computers, etc.</p>	<p>90,000</p> <p>12,000</p> <p>15,632</p> <p>270,000</p> <p>15,000</p>

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	<p>Grant: Mini netbooks for 9th grade students</p> <p>PC Security/Storage Carts</p> <p>Smartboards</p> <p>Instructional supplies including, but not limited to: supplemental books, planners, computers, etc.</p> <p>Henninger: Smartboards</p> <p>CPS Assessment Clickers</p> <p>Instructional supplies including, but not limited to: supplemental books, planners, computers, etc.</p> <p>Nottingham: Instructional supplies including, but not limited to: supplemental books, planners, computers, etc.</p>	<p>168,000</p> <p>28,000</p> <p>22,500</p> <p>30,999</p> <p>180,000</p> <p>15,632</p> <p>15,000</p> <p>34,725</p>
	Total for Code 45	897,488
Code 46 Travel	<p>Corcoran: Administrators to attend conferences on topics in alignment with redesign plan (destinations TBD) and to observe other administrators in high performing schools</p> <p>Students will participate in grade-level project-based field experiences and college exploration trips</p> <p>Grant:</p>	<p>6,000</p> <p>15,000</p>

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	Administrators to attend conferences on topics in alignment with redesign plan (destinations TBD) and to observe other administrators in high performing schools	7,200
	Students will participate in field experiences to various destinations to support content and project-based learning and to differentiate classroom instruction	12,000
	Henninger: Administrators to attend conferences on topics in alignment with redesign plan (destinations TBD) and to observe other administrators in high performing schools	6,000
	Students will participate in grade-level project-based field experiences and college exploration trips	15,000
	Nottingham: Administrators to attend conferences on topics in alignment with redesign plan (destinations TBD) and to observe other administrators in high performing schools	7,200
	Students will participate in grade-level project-based field experiences and college exploration trips	44,300
	Total for Code 46	112,700
Code 80 Employee Benefits	Corcoran, Grant, Henninger, Nottingham and District-wide: 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	1,076,317
	Total for Code 80	1,076,317
Code 90 Indirect	N/A	N/A
Code 49 BOCES Services	N/A	N/A

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Code 30 Minor Remodeling	N/A	N/A
Code 20 Equipment	N/A	N/A
	Grand Total	5,950,000

Cohort 1, Year 3

Funding Source:	Local Agency Information New York State Education Department LEA School Improvement Grant Under Section 1003 (g) of the Elementary and Secondary Act, Cohort 1		
Contact Person:	Michael Puntschenko, Director of Special Programs		
Agency Name:	SYRACUSE CITY SCHOOL DISTRICT		
Mailing Address:	1025 Erie Boulevard West Street		
	Syracuse	New York	13204-2749
	City	State	Zip Code
Telephone #:	(315) 435-5840	County	Onondaga
E-Mail Address:	mpuntschenko@scsd.us		
Project Operation Dates:	October 1, 2012 Start		September 30, 2013 End

INSTRUCTIONS

- Submit the original budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to the Grants Finance Unit.
- Enter whole dollar amounts only.
- Prior approval by means of an approved budget (FS-10) or budget amendment FS-10A) is required for:
 - Personnel positions, number and type
 - Equipment items having a unit value of \$5,000 or more, number and type
 - Minor remodeling
 - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or \$1,000, whichever is greater
 - Any increase in the total budget amount.
- Certification on page 8 must be signed by Chief Administrative Officer or designee.
- The Federal Employer Identification Number on page 8 should be entered only by first-time non-municipal applicants.
- High quality computer generated reproductions of this form may be used.
- Changes in agency or payee address must be submitted under separate cover to the New York State Education Department, Grants Finance Unit, Room 510W EB, Washington Ave, Albany, NY 12234. Please include 9-digit zip code.
- For further information on budgeting, please refer to the [Fiscal Guidelines for Federal and State Aided Grants](#) or call the Grants Finance Unit at (518) 474-4815.

SALARIES FOR PROFESSIONAL STAFF: Code 15

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

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
District-wide:			
Director of School Reform	.5 FTE	116,480	58,240
PBIS Coach	.5 FTE	74,924	37,462
Director of Turnaround	.28 FTE	125,000	35,000
District-wide PLA school prof. dev.	200 Cohort 1 PLA teachers	\$28/hour x 16 hours each	89,600
Delaware:			
Literacy Coach	1.0 FTE	70,000	70,000
STEM/Math Coach	1.0 FTE	70,000	70,000
Teachers' ext. of service for prof. dev.	84 hours X 50 teachers	\$28/hour	117,600
Teachers for extended school day	50 teachers X 1 hour per day each x 180 days	\$28/hour	252,000
TAs for extended school day	11 TAs X 1 hour per day each x 180 days	\$21/hour	41,580
Principal Stipend	flat rate	10,000	10,000
Subtotal from page 2A	***	***	1,615,207
Subtotal - Code 15			2,396,689

SALARIES FOR SUPPORT STAFF: Code 16

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

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
District-wide:			
Typist II for Director of School Reform	.5 FTE	41,289	20,645
Delaware:			
Typist II for extended school day	1 hour/day x 180 days	\$20/hour	3,600
Nurse for extended school day	1 hour/day x 180 days	\$30/hour	5,400
Fowler:			
Typist II for extended school day	1 hour/day x 180 days	\$20/hour	3,600
Nurse for extended school day	1 hour/day x 180 days	\$30/hour	5,400
Subtotal - Code 16			38,645

SALARIES FOR PROFESSIONAL STAFF: Code 15

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Fowler:			
Literacy Coach	1.0 FTE	70,000	70,000
STEM/Math Coach	1.0 FTE	70,000	70,000
Teachers' ext. of service for prof. dev.	84 hours X 90 teachers	\$28/hour	211,680
Dean of Students	1.0 FTE	72,056	72,056
9th grade English Teacher	.5 FTE	69,500	34,750
9th grade English Teacher	.5 FTE	69,500	34,750
9th grade Math Teacher	.5 FTE	69,500	34,750
9th grade Math Teacher	.5 FTE	69,500	34,750
Social Worker	1.0 FTE	57,314	57,314
Principal Stipend	flat rate	10,000	10,000
Teachers' extension of service for planning, meetings, PD, and extended learning time for students	180 hours x 90 teachers	\$28/hour	453,600
Hughes:			
Literacy Coach	1.0 FTE	70,000	70,000
STEM/Math Coach	1.0 FTE	70,000	70,000
AVID Teacher	1.0 FTE	80,864	80,864
Computer/Technology Teacher	1.0 FTE	54,153	54,153
Teachers' ext. of service for prof. dev.	80 hours X 60 teachers	\$28/hour	134,400
Teachers for after-school program	20 teachers X 1 hour per day each x 180 days	\$28/hour	100,800
TAs for after-school program	3 TAs X 1 hour per day each x 180 days	\$21/hour	11,340
Principal Stipend	flat rate	10,000	10,000
Subtotal - Code 15			1,615,207

PURCHASED SERVICES: Code 40

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

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
District-wide: To contract with guest presenters to speak to students in PLA schools	TBD	8 guest presenters x \$2,000 per presenter	16,000
Delaware: Learn Zillion	Learn Zillion	\$10,000	10,000
Denise Collier	Denise Collier	\$5,000	5,000
Common Core Consultants	TBD	\$10,000	10,000
Peaceful Schools Contract	Peaceful Schools	\$41,000	41,000
Expeditionary Learning Contract	Expeditionary Learning	\$153,250	153,250
Pearson Prof. Development Consultant	Pearson	\$100,000	100,000
School Turnaround Group Consultant	School Turnaround Group	\$65,000	65,000
Teacher Effectiveness Consultant	Insight Education	\$33,000	33,000
Math and Science Gizmos	ExploreLearning	\$15,325 for a 3-year site license	15,325
Subtotal from page 3A			369,958
Subtotal - Code 40			818,533

SUPPLIES AND MATERIALS: Code 45

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

Description of Item	Quantity	Unit Cost	Proposed Expenditure
Delaware: Mini netbooks for 4th & 5th graders	190 netbooks	\$273.68 each	52,000
PC Carts	4 carts	\$1,608 each	6,432
Smartboards	5 Smartboards	\$4,500 each	22,500
Instructional supplies including but not limited to: supplemental books, planners, computers, etc.	5 grade levels (1, 2, 3, 4, 5)	\$4,200 per grade level	21,000
Subtotal from page 3B	***	***	86,000
Subtotal - Code 45			187,932

PURCHASED SERVICES: Code 40

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

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Fowler:			
Ramp Up Literacy	Ramp Up Literacy	\$28,500	28,500
Ramp Up Algebra	Ramp Up Algebra	\$28,500	28,500
Agile Mind	Agile Mind	\$26,633	26,633
Denise Collier	Denise Collier	\$5,000	5,000
Common Core Consultants	TBD	\$10,000	10,000
School Turnaround Group Consultant	School Turnaround Group	\$65,000	65,000
Teacher Effectiveness Consultant	Insight Education	\$33,000	33,000
UbD Consultant	Authentic Education	\$35,000	35,000
Hughes:			
Learn Zillion	Learn Zillion	\$10,000	10,000
Denise Collier	Denise Collier	\$5,000	5,000
Common Core Consultants	TBD	\$10,000	10,000
Reading Academy Consultants	Univ. of Texas -Austin	\$65,000	65,000
Teacher Effectiveness Consultant	Insight Education	\$33,000	33,000
Math and Science Gizmos	ExploreLearning	\$15,325 for a 3-year site license	15,325
Subtotal - Code 45			369,958

SUPPLIES AND MATERIALS: Code 45

Include computer software, library books and equipment items under \$1,000 per unit.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
Fowler: Instructional supplies including but not limited to: supplemental books, planners, computers, etc.	4 grade levels	\$3,750 per grade level	15,000
Hughes: Mini netbooks for 6th graders PC security storage carts Smartboards Instructional supplies including but not limited to: supplemental books, planners, computers, etc.	90 netbooks 3 carts 4 Smartboards 8 grade levels (1 - 8)	\$300 each approx. \$1,667 per cart \$4,500 each \$2,625 per grade level	27,000 5,000 18,000 21,000
Subtotal - Code 45			86,000

TRAVEL EXPENSES: Code 46

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

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditure
District-wide: Directors of School Reform and Turnaround	Directors to attend TBD SIG meetings	3 meetings x approx. \$1,216/meeting x 2 Directors	7,297
Subtotal from page 4A	***	***	78,400
Subtotal - Code 46			85,697

EMPLOYEE BENEFITS: Code 80

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

Benefit		Proposed Expenditure
Social Security		138,179
Retirement	N.Y.S. Teachers	273,756
	N.Y.S. Employees	7,149
	Other	0
Health Insurance (Including Vision)		229,906
Dental Insurance		13,849
Medicare		32,316
Workers' Compensation Insurance		58,392
Unemployment Insurance		9,600
Other (Identify)		
Subtotal - Code 80		763,147

TRAVEL EXPENSES: Code 46

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

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditure
Delaware: Delaware Administrators	TBD locations to observe other administrators in EL or high performing schools	3 administrators x approx. \$1,200 per trip x 2 trips per year each	7,200
Students	Various destinations to differentiate classroom instruction and for EL project-based learning field-trips	3 trips per grade level x 6 grade levels at approx. \$889 per trip	16,000
Fowler: Fowler Administrators	TBD locations to observe other administrators in high performing schools or SIG related conferences	3 administrators x approx. \$1,200 per trip x 2 trips per year each	7,200
Students	Various (project-based & college exploration) field-trip/work experiences	16 field/work trips x approx. \$987.50/trip	15,800
Hughes: Hughes Administrators	TBD locations to observe other administrators in high performing schools	3 administrators x approx. \$1,200 per trip x 2 trips per year each	7,200
Students	Various destinations to differentiate classroom instruction and for project-based learning field-trips	3 trips per grade level x 9 grade levels at approx. \$925.93 per trip	25,000
Subtotal - Code 45			78,400

INDIRECT COST: Code 90

A. Modified Direct Cost Base - Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds)

4,290,643

B. Approved Restricted Indirect Cost Rate

4.7%

C. (A) x (B) = Total Indirect Cost

Subtotal - Code 90

0

PURCHASED SERVICES WITH BOCES: Code 49

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

MINOR REMODELING: Code 30

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

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

EQUIPMENT: Code 20

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

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

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

Budget Summary

PLA Cohort 1, yr 3

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	2,396,689
Support Staff Salaries	16	38,645
Purchased Services	40	818,533
Supplies and Materials	45	187,932
Travel Expenses	46	85,697
Employee Benefits	80	763,147
Indirect Cost	90	0
BOCES Services	49	0
Minor Remodeling	30	0
Equipment	20	0
Grand Total		\$ 4,290,643

CHIEF ADMINISTRATOR'S CERTIFICATION

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

June 8, 2012

Date

Signature

Sharon L. Contreras

Sharon L. Contreras, Superintendent of Schools

Name and Title of Chief Administrative Officer

Agency Code:

4	2	1	8	0	0
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0	1
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0	0	0	0
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Project #:

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 (If Pre-assigned)

1	3
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Tracking/Contract #:

--	--	--	--	--	--

(Special Legislative Projects Only)

Federal Employer ID #:

--	--	--	--	--	--	--	--

(New non-municipal agencies only)

Agency Name: SYRACUSE CITY SCHOOL DISTRICT

FOR DEPARTMENT USE ONLY

Funding Dates: _____ / _____ / _____

From

To

Program

Approval: _____

Date: _____

Fiscal Year	Amount Budgeted	First Payment

Voucher # _____ First Payment _____

Finance:

Log Approved MIR

Cohort 2, Year 2

Local Agency Information
New York State Education Department
LEA School Improvement Grant

Funding Source:

Under Section 1003 (g) of the Elementary and Secondary Act, Cohort 2

Contact Person:

Michael Puntschenko, Director of Special Programs

Agency Name:

SYRACUSE CITY SCHOOL DISTRICT

Mailing Address:

1025 Erie Boulevard West

Street

Syracuse

New York

13204-2749

City

State

Zip Code

Telephone #:

(315) 435-5840

County

Onondaga

E-Mail Address:

mpuntschenko@scsd.us

Project Operation Dates:

July 1, 2012

June 30, 2013

Start

End

INSTRUCTIONS

- Submit the original budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to the Grants Finance Unit.
- Enter whole dollar amounts only.
- Prior approval by means of an approved budget (FS-10) or budget amendment FS-10A) is required for:
 - Personnel positions, number and type
 - Equipment items having a unit value of \$5,000 or more, number and type
 - Minor remodeling
 - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or \$1,000, whichever is greater
 - Any increase in the total budget amount.
- Certification on page 8 must be signed by Chief Administrative Officer or designee.
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- For further information on budgeting, please refer to the [Fiscal Guidelines for Federal and State Aided Grants](#) or call the Grants Finance Unit at (518) 474-4815.

SALARIES FOR PROFESSIONAL STAFF: Code 15

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

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
District-wide:			
Director of School Reform	.5 FTE	116,480	58,240
PBIS Coach	.5 FTE	74,924	37,462
District-wide PLA school prof. dev.	375 Cohort 2 PLA teachers	\$28/hour x 5 hours each	52,500
Corcoran:			
Literacy Coach	1.0 FTE	70,000	70,000
STEM/Math Coach	1.0 FTE	70,000	70,000
Teachers' ext. of service for prof. dev.	70 hours X 100 teachers	\$28/hour	196,000
Dean of Students	1.0 FTE	61,214	61,214
9th grade English Teacher	.5 FTE	69,500	34,750
9th grade English Teacher	.5 FTE	69,500	34,750
9th grade Math Teacher	.5 FTE	69,500	34,750
9th grade Math Teacher	.5 FTE	69,500	34,750
Principal Stipend	flat rate	10,000	10,000
Teachers' ext. of service to provide extended learning time for students	up to 18 hours per week x 40 weeks	\$28/hour	20,160
Subtotal from 2A	***	***	2,335,725
Subtotal - Code 15			3,050,301

SALARIES FOR SUPPORT STAFF: Code 16

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

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
District-wide:			
Typist II for Dir. of School Reform	.5 FTE	41,289	20,645
Subtotal - Code 16			20,645

SALARIES FOR PROFESSIONAL STAFF: Code 15

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Grant:			
Literacy Coach	1.0 FTE	70,000	70,000
STEM/Math Coach	1.0 FTE	70,000	70,000
Teachers' ext. of service for prof. dev.	50 hours X 65 teachers	\$28/hour	91,000
Better Expectations Starting Today (BEST) program Teacher	1.0 FTE	64,303	64,303
Better Expectations Starting Today (BEST) program Teacher	1.0 FTE	61,214	61,214
Social Worker	1.0 FTE	64,522	64,522
Principal Stipend	flat rate	10,000	10,000
Teachers' ext. of service summer PD	65 teachers x 10 hours each	\$37.75 per hour	24,538
Teachers' extension of service for extended day	65 teachers x 3 hours per week x 40 weeks	\$28/hour	218,400
Teachers' extension of service for planning, meetings, PD, and extended learning time for students	up to 20 hours per week x 40 weeks	\$28/hour	22,400
Henninger:			
Literacy Coach	1.0 FTE	70,000	70,000
STEM/Math Coach	1.0 FTE	70,000	70,000
Teachers' ext. of service for prof. dev.	50 hours X 120 teachers	\$28/hour	168,000
9th grade English Teacher	.5 FTE	69,500	34,750
9th grade English Teacher	.5 FTE	69,500	34,750
9th grade Math Teacher	.5 FTE	69,500	34,750
9th grade Math Teacher	.5 FTE	69,500	34,750
Principal Stipend	flat rate	10,000	10,000
Teachers' extension of service for planning, meetings, PD, and extended learning time for students	90 hours each x 120 teachers	\$28/hour	302,400
Nottingham:			
Literacy Coach	1.0 FTE	70,000	70,000
STEM/Math Coach	1.0 FTE	70,000	70,000
Case Manager	1.0 FTE	59,228	59,228
Teachers' ext. of service for prof. dev.	50 hours X 90 teachers	\$28/hour	126,000
9th grade English Teacher	.5 FTE	69,500	34,750
9th grade English Teacher	.5 FTE	69,500	34,750
9th grade Math Teacher	.5 FTE	69,500	34,750
9th grade Math Teacher	.5 FTE	69,500	34,750
Principal Stipend	flat rate	10,000	10,000
Teachers' extension of service for planning, meetings, PD, and extended learning time for students	average of 161 hours each x 90 teachers	\$28/hour	405,720
Subtotal - Code 15			2,335,725

PURCHASED SERVICES: Code 40

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

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
District-wide: To contract with guest presenters to speak to students in PLA schools	TBD	12 guest presenters x \$2,000 per presenter	24,000
Corcoran: Ramp Up Literacy	Ramp Up Literacy	\$28,500	28,500
Ramp Up Algebra	Ramp Up Algebra	\$28,500	28,500
Agile Mind	Agile Mind	\$26,633	26,633
Denise Collier	Denise Collier	\$5,000	5,000
Common Core Consultants	TBD	\$10,000	10,000
International Baccalaureate	International Baccalaureate	\$80,000	80,000
Teacher Effectiveness Consultant	Insight Education	\$33,000	33,000
UbD Consultant	Authentic Education	\$35,000	35,000
Math and Science Gizmos	ExploreLearning	\$15,325 for a 3-year site license	15,325
Subtotal from page 3A	***	***	506,591
Subtotal - Code 40			792,549

SUPPLIES AND MATERIALS: Code 45

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

Description of Item	Quantity	Unit Cost	Proposed Expenditure
Corcoran: Mini netbooks for 9th graders	360 netbooks	\$250 each	90,000
PC Security Storage Carts	6 carts	\$2,000 each	12,000
CPS Assessment Clickers	16 CPS clickers	\$977 each	15,632
Smartboards	60 Smartboards	\$4,500 each	270,000
Instructional supplies including but not limited to: supplemental books, planners, computers, etc.	4 grade levels (9-12)	approx. \$3,750 per grade level	15,000
Subtotal from page 3B	***	***	494,856
Subtotal - Code 45			897,488

PURCHASED SERVICES: Code 40

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

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Grant:			
Learn Zillion	Learn Zillion	\$10,000	10,000
Denise Collier	Denise Collier	\$5,000	5,000
Common Core Consultants	TBD	\$10,000	10,000
Teacher Effectiveness Consultant	Insight Education	\$33,000	33,000
Math and Science Gizmos	ExploreLearning	\$15,325 for a 3-year site license	15,325
Henninger:			
Ramp Up Literacy	Ramp Up Literacy	\$28,500	28,500
Ramp Up Algebra	Ramp Up Algebra	\$28,500	28,500
Agile Mind	Agile Mind	\$26,633	26,633
Denise Collier	Denise Collier	\$5,000	5,000
Common Core Consultants	TBD	\$10,000	10,000
Consultant School Reform	School Turnaround Group	\$100,000	100,000
Teacher Effectiveness Consultant	Insight Education	\$33,000	33,000
UbD Consultant	Authentic Education	\$35,000	35,000
Nottingham:			
Ramp Up Literacy	Ramp Up Literacy	\$28,500	28,500
Ramp Up Algebra	Ramp Up Algebra	\$28,500	28,500
Agile Mind	Agile Mind	\$26,633	26,633
Denise Collier	Denise Collier	\$5,000	5,000
Common Core Consultants	TBD	\$10,000	10,000
UbD Consultant	Authentic Education	\$35,000	35,000
Teacher Effectiveness Consultant	Insight Education	\$33,000	33,000
Subtotal - Code 45			506,591

SUPPLIES AND MATERIALS: Code 45

Include computer software, library books and equipment items under \$1,000 per unit.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
Grant:			
Mini netbooks for all students	600 netbooks	\$280 each	168,000
PC Security Storage Carts	14 carts	\$2,000 each	28,000
Smartboards	5 Smartboards	\$4,500 each	22,500
Instructional supplies including but not limited to: supplemental books, planners, computers, etc.	3 grade levels (6-8)	\$10,333 per grade level	30,999
Henninger:			
Smartboards	40 Smartboards	\$4,500 each	180,000
CPS Assessment Clickers	16 CPS clickers	\$977 each	15,632
Instructional supplies including but not limited to: supplemental books, planners, computers, etc.	4 grade levels (9-12)	\$3,750 per grade level	15,000
Nottingham:			
Instructional supplies including but not limited to: supplemental books, planners, computers, etc.	4 grade levels (9-12)	\$8,681.25 per grade level	34,725
Subtotal - Code 45			494,856

TRAVEL EXPENSES: Code 46

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

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditure
Corcoran: Corcoran Administrators	TBD locations to observe other administrators in high performing schools or SIG related conferences	3 administrators x approx. \$1,000 per trip x 2 trips per year each	6,000
Students	Various (project-based & college exploration)	20 field/work trips x approx. \$750/trip	15,000
Subtotal from page 4A	***	***	91,700
Subtotal - Code 46			112,700

EMPLOYEE BENEFITS: Code 80

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

Benefit		Proposed Expenditure
Social Security		190,399
Retirement	N.Y.S. Teachers	381,288
	N.Y.S. Employees	3,819
	Other	0
Health Insurance (Including Vision)		342,022
Dental Insurance		20,603
Medicare		44,529
Workers' Compensation Insurance		80,459
Unemployment Insurance		13,200
Other (Identify)		
Subtotal - Code 80		1,076,317

TRAVEL EXPENSES: Code 46

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

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditure
Grant: Grant Administrators	TBD locations to observe other administrators in high performing schools	3 administrators x approx. \$1,200 per trip x 2 trips per year each	7,200
Students	Various destinations to differentiate classroom instruction and for project-based learning field-trips	4 trips per grade level x 3 grade levels at approx. \$1,000 per trip	12,000
Henninger: Henninger Administrators	TBD locations to observe other administrators in high performing schools or SIG related conferences	3 administrators x approx. \$1,000 per trip x 2 trips per year each	6,000
Students	Various (project-based & college exploration)	20 field/work trips x approx. \$750/trip	15,000
Nottingham: Nottingham Administrators	TBD locations to observe other administrators in high performing schools or SIG related conferences	3 administrators x approx. \$1,200 per trip x 2 trips per year each	7,200
Students	Various (project-based & college exploration)	32 field/work trips x approx. \$1,384.38/trip	44,300
Subtotal - Code 45			91,700

INDIRECT COST: Code 90

A. Modified Direct Cost Base - Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds)

5,950,000

B. Approved Restricted Indirect Cost Rate

4.7%

C. (A) x (B) = Total Indirect Cost

Subtotal - Code 90

0

PURCHASED SERVICES WITH BOCES: Code 49

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

MINOR REMODELING: Code 30

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

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

EQUIPMENT: Code 20

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

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

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



Peaceful Schools

2010-2011
PROGRAM REPORT

**PREPARED
FOR**

Syracuse City School District

Delaware Academy

By: Dani Ryan, Regional Director
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PEACEFUL SCHOOLS

SUMMARY OF SERVICES PROVIDED TO
DELAWARE ACADEMY
2010-2011 SCHOOL YEAR

PEACEFUL PEOPLE CLASSROOM PRESENTATIONS:

- ✪ 25 Pre K-5 Classrooms
- ✪ 228 Presentations (35-45 Minutes In Length)
- ✪ 449 Students Receiving Instruction (average of 22 students/class, 10 for Pre K)
- ✪ 57 Teachers & Staff present during presentations

TOPICS PRESENTED:

- Peace/S.T.A.R
- Community
- Celebrating Differences
- Self Worth
- Positive Communication
- Self-Control
- Bullying Behavior
- Upstander Behavior
- Choices

MEDIATION PROGRAM:

- ✪ 23 Mediations Conducted
- ✪ 46 Students Mediated

ADDITIONAL SERVICES:

Provided for students in grades Pre K-5 includes: Individual Social Skills, Conciliations, Group Interventions, Referrals to Other Services and Check-ins.

- ✪ 204 Additional Services Provided
- ✪ 260 Students Received Additional Services

**DELAWARE ACADEMY
PEACEFUL PEOPLE PROGRAM
SUMMARY OF CLASSROOMS PARTICIPATING 2010-2011**

TEACHER	GRADE LEVEL	# OF TEACHERS & STAFF*	# OF SCHEDULED SESSIONS	# OF SESSIONS CONDUCTED	COMMENTS
Ms. Sonia	Pre K Am	6	10-Am	7-Am	Class Attendance, trainer canc. One day
	PreK Pm		10- Pm	8-Pm	
Ms. Deen	Pre K Am	4	10-Am	10-Am	
	Pre K Pm		10- Pm	10- Pm	
Ms. Maureen	Pre K	3	10	10	
Olson	K	2	10	9	Teach. Canc-K project
Hamernik	K	3	10	9	Teach. Canc-K project
Fair	K	2	10	9	Teach. Canc-K project
Lindsay	1	3	10	10	
Mohr	1	3	10	10	
Brody	2	1	10	10	
Barney/Swenson	2	3	10	10	
Blaich	2	2	10	10	
Delaney	3	2	10	10	
McGuire	3	2	10	10	
Bisesi/Ballard	3	3	10	10	
Dillon	4	1	10	9	Testing
Nucifora	4	1	10	9	Testing
Dowd/Terpening	4	4	10	10	
Brann	5	1	10	8	2 Early Dis.
Taylor	5	1	10	10	
Rainone/Quinones	5	3	10	10	
Bigelow	4/5	2	6	8	
Hamilton	4/5	2	3	4	
Ms Malcolm (STEP)	5	3	6	8	
TOTALS	25	57	235	228	

* Number of Teachers & Staff includes the classroom teacher, any Teaching Assistants or Student Teachers observing or supporting the presentations.

Delaware Academy
Peaceful People Program Evaluation
Teacher and Student Survey
Results Summary
2010-2011

Detailed response data for the following statements is provided in the next section of this report.

Teacher Survey- 40 surveys were distributed and
25 responses were received and tallied

- Percent of Teachers who feel the Peaceful Program had a positive impact on the behaviors and attitudes of students:

100%

- Percent of teachers who felt the Peaceful People trainer was effective in presenting concepts and skills to students:

100%

- Percent of teachers who would like to have Peaceful People in their classrooms next year:

100%

- Percent of teachers who would like to receive 12 or more sessions of Peaceful People next year:

72%

Student Survey (Based on 217 Grades 2-5 responses)

- Percent of students who felt they learned things in Peaceful People that helped them to be a more Peaceful Person:

95%

- Percent of students who would like to continue to have the Peaceful People program in their classroom:

95%

Delaware Academy
Teacher Evaluation of the Peaceful People Program
2010-2011

The following results are based on **25** teacher/staff surveys completed.

40* Teachers/Staff were surveyed and **25** responses were received. The Survey consisted of 11 questions. Responses to a 5-point rating scale indicated an overall satisfaction with the program and services. **Pre K Surveys account for 10 unreturned.*

The following is a summary of specific results:

Question 1

Did the Peaceful People Program have a positive impact on the behaviors and attitudes of students in your classroom?

- 13** Response(s) indicated a score of **5 Great Impact**
- 10** Response(s) indicated a score of **4 Impact**
- 2** Response(s) indicated a score of **3 Some Impact**
- 0** Response(s) indicated a score of **2 Minimal Impact**
- 0** Response(s) indicated a score of **1 No Impact**

Question 2

How often did your students initiate a discussion of the topics presented in Peaceful People Program?

- 6** Response(s) indicated a score of **5 Frequently**
- 10** Response(s) indicated a score of **4 Often**
- 8** Response(s) indicated a score of **3 Sometimes**
- 1** Response(s) indicated a score of **2 Occasionally**
- 0** Response(s) indicated a score of **1 Never**

Question 3

How often did you observe your students using skills presented in the Peaceful People Program?

- 6** Response(s) indicated a score of **5 Frequently**
- 8** Response(s) indicated a score of **4 Often**
- 11** Response(s) indicated a score of **3 Sometimes**
- 0** Response(s) indicated a score of **2 Occasionally**
- 0** Response(s) indicated a score of **1 Never**

Question 4

How effective was the Peaceful People Trainer in presenting concepts and skills to your students?

- 22** Response(s) indicated a score of **5 Very Effective**
- 2** Response(s) indicated a score of **4 Effective**
- 1** Response(s) indicated a score of **3 Somewhat Effective**
- 0** Response(s) indicated a score of **2 Ineffective**
- 0** Response(s) indicated a score of **1 Not at All Effective**

Question 5

How well did the Peaceful People Program presentations support your existing classroom and grade level curriculum?

- 19** Response(s) indicated a score of **5 Very Well**
- 4** Response(s) indicated a score of **4 Well**
- 2** Response(s) indicated a score of **3 Somewhat**
- 0** Response(s) indicated a score of **2 A Little Bit**
- 0** Response(s) indicated a score of **1 Not At All**

Question 6

Were you able to support the Peaceful People Program presentations with follow up discussion, teachable moments and or activities?

25 Teachers indicated that they were able to support the Peaceful People curriculum

0 Teachers indicated that they were not able to support the Peaceful People curriculum

Question 7

Would you like to continue having Peaceful People presentations next year?

24 Teachers indicated that they would like to continue Peaceful People next year.

0 Teachers indicated that they would not like to continue Peaceful People next year.

1 Teacher did not repond.

Question 8

If you would like to continue Peaceful People how many sessions would you prefer?

- 13** Teachers indicated that they would request more than 12 sessions*
- 6** Teachers indicated that they would request 12 sessions
- 4** Teachers indicated that they would request 9 sessions
- 2** Teacher indicated a preference for 6 sessions

***10 teachers requested year-long sessions**

Question 9

If you do not plan to continue the Peaceful People Program, please briefly explain:

N/A

Question 10

This year in response to teacher feedback, Peaceful Schools worked to improve our implementation and supports. In order to assess the value of these changes please give us some feedback.

Peaceful Schools provided support materials for every classroom receiving services. Every teacher received the following:

- ☆ Referral forms for Mediation
- ☆ Request for Assistance Forms
- ☆ List of Lesson Topics being presented for the year
- ☆ Supporting Literature listed by lesson topics

At every lesson, teachers received the following as leave behind materials:

- ☆ Student Worksheets tailored to the lesson topic of the day
- ☆ Posters as lesson topic reminders for the classroom

Based on their responses, teachers indicated that they most valued the *Posters and Referral Forms for Mediation*.

Question 11

If you have any other comments or suggestions please feel free to share them with us, so that we may continue to improve our services.

The following are responses obtained from teachers to this question:

- ☆ *"Thank you for your patience working with our students. They are on the way to becoming peaceful people."*- Kindergarten teacher
- ☆ *"(Presenter) was great for our students. She is very high energy and fun!"*- 1st grade teacher
- ☆ *"Students seem to know the words but don't put them into practice"*- 1st grade teacher
- ☆ *"(Presenter) was very patient and taught at their level"* – 2nd grade teacher
- ☆ *"This was very helpful, considering that PBIS could not start in September. I appreciate the integration of EL language!"*- 2nd grade teacher
- ☆ *"Love the program- this is a message to our children that they seldom hear."*- 2nd grade teacher
- ☆ *"Its been awhile since I have had (Presenter) and it's a great reference program for my classroom expectations. For the older grades 2 and up, maybe some kind of work journal to write/respond in as the lessons are presented. (Presenter) is a credit to your program with her enthusiasm and patience for the students."*- 2nd grade teacher
- ☆ *"Our students loved the program. They gave us many examples of when they were being Upstanders and when someone else was being an Outsider through the course of the day."*- 2nd grade teacher
- ☆ *"Anytime any student needed anything- advice, Mediation, tools/strategies, she was on it!"*- 3rd grade teacher

- ☆ *“Possibly have a lunch group with students who need social skills or are just struggling socially.” -3rd grade teacher*
- ☆ *“It would be nice to have the (Peaceful People) language into PBIS and Crew.” -3rd grade teacher*
- ☆ *“(Presenter) is always on her game, all day long she sees when students need her to assist and she always does. Her positive energy is often rubbed off to staff and students.” -4th grade long term sub*
- ☆ *“Having (Presenter) for mediations is very helpful. The classroom lessons went well early, but engagement level decreased over time. This was similar to last year and is less of reflection of (Presenter) as it is the students and/or subject” -5th grade teacher*
- ☆ *“It would be nice if (Presenter) could be full time, so she could run mediation for our students.” - 5th grade teacher*
- ☆ *“Spend more time discussing bullying and how to deal with bullying situations.” - 5th grade teacher*
- ☆ *“Provides very positive environment with students. Very interactive. Students reflect on behaviors and consequences.” -4/5th special education teacher*

Delaware Academy
Student Evaluation of the Peaceful People Program
2010-2011

The following responses represent the survey results collected from **217** students in grades **2-5**.

Question 1

Did you learn things in Peaceful People that help you to Stand Tall and be a peaceful person?

- 206** Students responded **YES**
- 11** Students responded **NO**
- 0** Students **DID NOT RESPOND**

Question 2

How often do you use your Peaceful People skills (tools)?

- 83** Students responded **ALL THE TIME**
- 95** Students responded **SOME OF THE TIME**
- 26** Students responded **A LITTLE BIT**
- 13** Students responded **VERY LITTLE OR NOT AT ALL**
- 0** Students **DID NOT RESPOND**

Question 3

Would you like to have Peaceful People again next year?

- 207** Students responded **YES**
- 10** Students responded **NO**
- 0** Students **DID NOT RESPOND**

SAMPLE RESPONSES from students about why they would like Peaceful People next year:

- ☆ *"I need more peaceful people steps."*- 5th grader
- ☆ *"Because it helps me with bullying."*-5th grader
- ☆ *"I want it because it gives us lots of ideas."*-4th grader
- ☆ *"Because it helps me be a good person."*-2nd grader

- ☆ 41 students responded because it is FUN
- ☆ 25 students responded because it HELPS
- ☆ 22 students responded because they LEARNED A LOT/WANT TO LEARN MORE

SAMPLE RESPONSES from students about why they would not like Peaceful People next year:

- ☆ *"It's boring"*-4th grader

Question 4

If you have a problem, would you feel comfortable talking to your Peaceful Person?

184 Students responded **YES**

33 Students responded **NO**

SUMMARY OF COMMON RESPONSES:

- ☆ 23 students responded YES because it would HELP/BE GOOD ADVICE
- ☆ 11 students responded YES because they TRUST the peaceful person
- ☆ 9 students responded NO because they feel SCARED/SHY to talk
- ☆ 7 students responded NO because they HANDLE IT THEMSELVES

Question 5

What is the most important thing you learned in Peaceful People this year?

SUMMARY of COMMON RESPONSES

- ☆ 70 students responded STAND TALL
- ☆ 33 students responded UPSTANDER
- ☆ 24 students responded STAYING IN THE GREEN(Self Control)

SAMPLE RESPONSES

- ☆ *"The most important thing I learned is to not do what you think is not right"-4rd grader*
- ☆ *"To Stand Tall because I didn't Stand Tall when Peaceful People started and then I changed – now I do the good things instead of the bad things." - 4th grader*
- ☆ *"Walk Strong! Follow Through"- 2nd grader*
- ☆ *"That you don't have to be friends, but you shouldn't ever fight."-5th grader*
- ☆ *"How to hold my temper without trying to fight."-5th grader*
- ☆ *"To stop and think and act with respect. I learned that good thing from you." - 5th grader*

Question 6

What can (your Peaceful People Presenter) do to make Peaceful People better?

SUMMARY of COMMON RESPONSES

- ☆ 36 students indicated that they would like us to play more GAMES
- ☆ 13students asked for more STORIES/BOOKS
- ☆ 11 students requested MORE LESSONS

SAMPLE RESPONSES

- ☆ *"Come back!" -5th grader*
- ☆ *"Talk about Bullying more often so no one does it again."- 4th grader*
- ☆ *"She can help people that have problems because they can feel sad or mad and when they are mad they can hurt some one. And when they are sad you should help them feel better."-3rd grader*

DELAWARE ACADEMY
Mediation Program
Service Delivery Report
2010-2011

29 Referrals were made to mediation*

22 Referrals were made by Administration

5 Referrals were made by Teachers & Staff

2 Referrals were made by Students

17 Referrals were incident driven

12 Referrals were preventative

23 Mediations were conducted

23 By PS Staff only

0 By DISTRICT Staff

22 Agreements were reached

1 Agreements not reached

46 Number of Students Mediated

**Referrals not mediated received appropriate additional service*

Frequency Analysis by Grade

These numbers include students who may have participated in Mediation more than once.

<u>0</u>	Kindergarten
<u>2</u>	1 st graders
<u>8</u>	2 nd graders
<u>14</u>	3 rd graders
<u>7</u>	4 th graders
<u>12</u>	5 th graders
<u>3</u>	Special Education Students

96% Overall success rate: Based on the number of mediations that reached an agreement divided by the total number of mediations conducted.

ISSUES IDENTIFIED IN MEDIATION BY CATEGORY:

23 mediations were conducted. This list provides an analysis of how many times each behavior was identified as being an issue in the conflict. Please note that the number of behaviors indicated is greater than the total number of mediations conducted, this is due to the fact that most mediations have several underlying issues indicated – these multiple issues are reflected in this list.

<u>CATEGORY</u>	<u>#</u>
<u>PHYSICAL CONTACT</u>	18
<u>THREATS</u>	7
<u>COMMENTS</u>	6
<u>3RD PARTY INVOLVEMENT</u>	6
<u>NAME-CALLING</u>	5
<u>ARGUMENTS</u>	5
<u>RUMORS</u>	4
<u>TEASING/JOKES/GAMES</u>	3
<u>PRIVACY</u>	1
<u>PERSONAL SPACE</u>	1
<u>OTHER*</u>	1
<u>GESTURES/FACIAL EXPRESSION</u>	1
<u>PROPERTY LOSS/DAMAGE</u>	0
<u>INTERNET/TECHNOLOGY</u>	0

(*paper throwing)

Delaware Academy
Additional Services
Service Delivery Report
2010-2011

- 204 Total Additional Services provided
- 260 Total Number of Students receiving Additional Services*
- 88 Total Social Skill Tutorials conducted
Social Skill Tutorials are designed to reinforce pro-social skill development through individualized 1:1 support. These sessions are designed to assist students in applying pro-social skills to daily challenges through targeted reinforcement, role play and skills practice. These sessions are not counseling sessions and do not address issues related to mental or emotional health.
- 92 Number of Student Contacts in Social Skill Tutorials *
- 5 Total Referrals to other interventions
Referrals are made when the students are exhibiting needs that have to be addressed by another professional(s) in the school. Referrals are often made to the following professionals: Social Workers, Psychologist
- 5 Number of Students referred.*
- 37 Number of Group Intervention Sessions
These sessions were conducted when students required group problem solving strategies. Students discuss an issue that is affecting their community and the facilitator presents Individual Social Skills to support solving the problem
- 87 Number of Students Participating in Group Intervention Sessions*

74

Number of Check-In Meetings

These follow up meetings typically take 5-10 minutes. Student check-ins are used as a follow up to any of the PS Services and are used to support the progress of the student.

76

Number of Students Participating in Check-In (s)*

**These numbers includes students who may have participated in the service more than once.*

Delaware Academy
PEACEFUL SCHOOLS
Participation in
SPECIAL PROJECTS

PROJECT NAME

COMMUNITY MEETINGS

Coordinator participated in assisting, writing and organizing 3 Community Meetings throughout the school year. Tasks included: creating Power Point presentations, choosing and rehearsing students to participate, locating props and decoration, working with Library Media Specialist and Music Instructor to create production.

PBIS TEAM

Coordinator joined the school-based PBIS team. Attended weekly morning meetings and assisted with creating school matrices, incentives and tools. Led the process to create, rehearse and present the PBIS kickoff meeting. Assisted with staff acknowledgement days.