



2015 SIG 6 Application Cover Page

Last updated: 07/13/2015

Please complete all that is required before submitting your application.

Page 1

Select District (LEA) Name:

Listed alphabetically by District

530600010000 SCHENECTADY CITY SD

Select School Name:

Listed alphabetically by school name (Priority Schools followed by Focus Schools)

530600010011 LINCOLN SCHOOL

Lead Contact (First Name, Last name):

Lori McKenna

Title (for Lead Contact)

Director for Planning and Accountability

Phone number:

518-881-3405

Fax number:

518-881-3409

Email address:

Mckennal@schenectady.k12.ny.us

Grade Levels Served by the Priority School Identified in this Application:

Prek-6

Total Number of Students Served by the Priority School Identified in this Application:

340

School Address (Street, City, Zip Code):

2 Robinson Street Schenectady NY 12304

Status of School:

For electronic review purposes, please select the best descriptor for the status of the school.

Priority School - previously funded SIF Cohort 2

Select the SIG Model for this School Application

Applicants must submit the SIG Model chosen for this particular School Application here. ReviewRoom will direct your application based on the chosen model.

NOTE: Please be certain that the selection chosen here in ReviewRoom matches the signed application cover page that is submitted in hardcopy. If there is a discrepancy, the signed application cover page will be used to identify the model chosen for submission.

Innovation Framework - Community-Oriented School Design

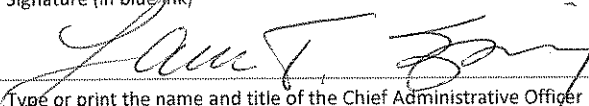
New York State Education Department
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			LEA Beds Code:		
Schenectady City School District			530600010000		
Lead Contact (First Name, Last Name)					
Lori McKenna					
Title	Telephone	Fax Number	E-mail Address		
Director for Planning and Accountability	(518) 881-3405	(518) 881-3409	Mckennal@schenectady.k12.ny.us		
Legal School Name for the Priority School Identified in this Application				School Beds Code	
Lincoln School				530600010000	
Grade Levels Served by the Priority School Identified in this Application				School NCES #	
PreK – Grade 6 (Will be PreK- Grade 5 beginning 9/1/16 onward)				362601003582	
Total Number of Students Served by the Priority School Identified in this Application				School Address (Street, City, Zip Code)	
340				2 Robinson St. Schenectady, NY	
School Model Proposed to be Implemented in the Priority School Identified in this Application					
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input type="checkbox"/>	Innovation Framework X		
Closure <input type="checkbox"/>	Evidence-based <input type="checkbox"/>	Early Learning Intervention <input type="checkbox"/>	College <input type="checkbox"/>	Community X	Career <input type="checkbox"/>

Certification and Approval

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

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink)	Date
	7/20/15
Type or print the name and title of the Chief Administrative Officer	
Laurence T. Spring, Superintendent of Schools	
DO NOT WRITE IN THIS SPACE	

I. District-level Plan - Turnaround, Restart, Transformation, Innovation Framework, Evidence-based and Early Learning Intervention

A. District Overview

The LEA must demonstrate a commitment to success in the turnaround of its lowest achieving schools and the capacity to implement the model proposed. The district overview must contain the following elements:

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

Motivation - The Schenectady City School District is committed to providing equity in excellence to prepare all of our students to be both college and career ready upon graduating from high school.

Theory of Action - The Schenectady City School District has an overarching *Theory of Action* that guides all of our actions. This theory of action includes knowing who our students are, which ones are struggling, which are soaring and which have become stalled. It demands that we know what particular areas of the curriculum students have mastered and which specific sub-skills continue to be problematic. Our theory accepts that the very best intervention is high quality initial instruction; but, when students fall behind, we need to intervene with intensity in a focused manner. We must have high standards and a rigorous program for our students, and we must keep our instruction within each student's zone of proximal development. We know that students tend to attribute success and failure to factors outside their control; we must take great effort to teach them that effort leads to learning and achievement. We must teach them to work hard and be persistent in their efforts. We know that intense poverty leads to emotional distress and suppressed ability to learn. We must provide social and emotional learning to help mitigate these effects.

The effective use of student demographic and achievement data helps us to know which students are struggling with which skills throughout our system. Additionally, monitoring these data helps us to find areas where student race, poverty or disabilities are acting as predictors of students' achievement. All of this information helps us to re-allocate resources to places where it is more urgently needed.

The most important piece of this equation is that we have high quality initial instruction happening in the classrooms. Teachers must design high quality lessons that engage and challenge students in rigorous and authentic work. However, when we find that a student who has fallen behind in content or skill, we must intervene with intensity. This intervention must be focused, specific, and directed.

Instructional planning for students must include constant assessment to identify where students are and how ready they are for the next set of content or skills. Instruction must be adjusted based on this information to keep students in the "Zone of Proximal Development" — that area of learning that is not too challenging as to be discouraging, but not too easy.

Students tend to learn that success in school comes from being “smart” and that if they are not successful it is because they are not “good at school,” as though these things are pre-destined and that they cannot influence them. Being smart and achieving in school are both related to the type and amount of effort learners invest. We must teach our students how to put forth hard effort and link those efforts to incremental improvements in achievement.

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

District Approach - The SCSD recently partnered with the NYU Center for Metropolitan Education to complete an Equity Audit with reviewing practices district-wide. The Equity Audit determined the following needed actions for the District: 1) Strengthen capacity to utilize equity-based data to make programmatic, personnel, and resource allocation decisions in schools throughout the district; 2) Improve capacity to meet the needs of diverse student populations; 3) Develop new programmatic systems directed to reduce achievement gap patterns; 4) Strengthen capacity for curriculum improvement to align with the Common Core Learning Standards and address the needs of diverse student populations.; and 5) Aligning data systems and developing assessments as an integral part of systemic change.

The NYU Metro Center provided training to district leaders in how to lead and manage a system to close achievement gaps and improve instruction for all students. Additionally, Metro Center provided the following technical assistance support to district and school leadership including: 1) Root cause and data analysis process; 2) Curriculum improvement and intervention process; 3) Data management process; and 4) Executive planning process. Working with other partners, the NYU Metro Center helped us create the quality elements of that system – instructional design elements, assessments and data systems.

The District Management Council (DMC) worked with the district focusing their expertise on educational inquiry and equity. First on the needs of students with disabilities to improve the District Special Education Program and then to address equity while containing costs. The District Management Council provided an opportunity review to support quality system improvements addressing: 1) Consistent eligibility and exit criteria for students receiving Special Education services; 2) Quality reading instruction and research-based intervention to prevent the need for student classification; 3) Scheduling and staffing; and 4) The role of paraprofessionals. Work with the DMC allowed the district to make significant changes to its Special Education Department; focusing a greater emphasis on supportive services and prevention than Special Education Classification.

The SCSD has also expanded district level capacity to turn around low performing schools, by working with the University of Pittsburgh Institute for Learning to: 1) Deepen teachers’ understanding of the Common Core Standards; 2) Develop a better understanding of the type of instruction needed for students to acquire deep understanding of the content; 3) Explore the role of academically productive talk in developing student understanding; 4) Provide models of materials that support this type of instruction through IFL curricular units; and 5) Teach teachers how to develop similar materials or enrich the materials they have to better support students.

The SCSD is presently working with Custom Computers (Infinite Campus) to develop and implement a robust system for data driven inquiry and evidence-based decision making processes integrating several data systems. Custom Computers will integrate multiple data systems including *Performance Plus* (assessment), *Infinite Campus* and *IEP Direct* (student information systems), *Finance Manager* (finance and human resource systems), and *Trans-Finder* (transportation). Deep data analysis requires communication between these data systems. Processes require data integrity and the ability to integrate previously disconnected pieces of information.

The Desired Impact - All of the important components of this district-level plan will result in the development of a highly effective system to close achievement gaps and improve instruction for all Lincoln Students as well as students in every school and across the district.

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

Readiness - The district's approach to transform Lincoln and all underperforming schools incorporates equally important components working in concert. These synergistic components include: 1) A Principal, with true educational leadership skills and vision held to high standards of accountability; 2) Curricula closely aligned with the Common Core Learning Standards at each grade level; 3) Highly-effective teachers using best practices targeted to children's specific needs; 4) Assessment to inform practice and provide accountability for results; and 5) Parent and community engagement.

The Superintendent of Schools works directly with each Principal and the SCSD has district-level department teams to assist Principals in strengthening each of these required components. These district-level departments include: **1) Instructional Support** (staff development, Response to Intervention, instructional program leadership and instructional technology); **2) Student Support** (special education, counseling, health, safety, violence prevention and student conduct); **3) Planning and Accountability** (data warehouse accountability and registration, planning and reporting, grant development and compliance); **4) Human Resources** (recruiting and hiring, benefits); and **5) Business and Finance** (budget management, accounting, payroll and accounts payable, facilities, operations and maintenance, technology, transportation and food service).

Lori McKenna is the District Director for Planning and Accountability; she and her staff focus on data assessment and reporting. The Planning and Accountability team analyzes student performance by accountability groups and share that information with Principals, Curriculum Coordinators, Department Chairs and Instructional Coaches to support targeted interventions to meet the needs of each student and each student accountability group. Strategic data analysis to improve student performance is a priority. Currently the SCSD's primary data systems include: *Performance Plus* assessment system, *Infinite Campus* and *IEP Direct*.

Opportunity for System-wide Improvement - Superintendent Laurence Spring instituted a transparent process for improving low performing and priority schools. Each quarter the

Planning and Accountability team develops a data report for each school breaking down student achievement, attendance and discipline by grade and accountability sub-group. This data is shared with the Board of Education at a regular monthly BoEd meeting and is then posted on the district website. District or building level resources are then targeted to address the specific needs highlighted in these reports.

B. Operational Autonomies

The LEA must provide operational autonomies for Priority Schools in exchange for greater accountability for performance results in the following areas: 1) staffing; 2) school-based budgeting; 3) use of time during and after school; 4) program selection; and 5) educational partner selection. In addition to providing quality responses to each element requested in this section of the Project Narrative, the Priority School must have school-level autonomy in at least two of these areas for an *acceptable* rating in this category. Applications that provide quality responses and that are granted anywhere from 3 to 5 of these autonomies will receive a rating of *exemplary* for this category. The LEA must respond to each of the following:

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

The district has made a concerted effort in providing operational flexibility for budgeting, staffing levels, hiring, scheduling, and curriculum.

Budget Autonomy – The district shifted its budget practices from district-based to building-based budgeting. This provided autonomy for principals and has allowed them to allocate fiscal and human resources based on their unique student needs.

Staffing - With budget autonomy, a principal may elect to reduce the number of paraprofessional staff in the building to hire an additional reading teacher to increase academic achievement for all students with a mind toward closing the equity achievement gap for race, economic disadvantaged or disability.

Hiring – The priority is to hire the best person for each job. Principals screen, interview and recommend finalists for positions within their building. The Principal is also an integral member at the “interview table” with the Superintendent of Schools for the finalist stage of the interview process.

Use of Time - Principals have complete autonomy for school day scheduling as long as they ensure at least a 60 minute uninterrupted ELA block daily and meet NYS requirements. Principals also have autonomy for scheduling education and enrichment programs after school.

Curriculum - The District is in the process of updating the curriculum to align with the Common Core (with support from the *Institute for Learning*). Principals have the flexibility in how the curriculum is implemented.

Priority or District-Wide Autonomy - All Building Principals in the SCSD have these autonomies. However, only Lincoln and one other school have requested to take full advantage of these autonomies.

Accountability - Principals are held accountable for: 1) Making targeted gains toward AYP in ELA and Math for each grade and each student sub-group; 2) Student attendance; 3) Student discipline; and 5) A positive school climate and culture.

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

BoEd Policies - *There are no formally adopted BoE policies regarding building level autonomy.* However, in order to ensure that principals have the greatest operational flexibility and autonomy, the district recently streamlined its organizational structure to have Building Principals report directly to the Superintendent of Schools, rather than the previous confusing bureaucratic structure.

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

Labor Management Documentation - Union representatives, the Lincoln Building Leadership Team and the Superintendent of Schools do not foresee a need to amend current labor management agreements to implement the planned Lincoln Community School Innovation Framework. As such there are no “thin contracts” or Union MOAs as they are referred to in the SCSD.

Supporting Labor-Management Documentation

There are no specialized agreements or Board Of Education Resolutions to document building autonomy.

There are no “Thin Client Agreements” or Amendments to the Schenectady Federation of Teachers Contracts for the implementation of the Lincoln Community School. There is no need for such contract changes as the Lincoln Community School can be successfully implemented under the terms of the current Labor - Management agreements.

C. District Accountability and Support

The LEA must have the organizational structures and functions in place at the district-level to provide quality oversight and support for its identified Priority Schools in the implementation of their SIG plans. The LEA plan for accountability and support must contain each of the following elements:

- i. Describe in detail the manner by which the district ensures that all federal requirements of a school's chosen model are fulfilled and continue to be fulfilled throughout the duration of the grant.

Responsibility to Direct School Improvement - Laurence Spring, Superintendent of Schools is directly responsible for school improvement across the district. Mr. Spring meets formally with each Principal in the district weekly and reviews building level data (at-risk reports). In addition to the regular weekly meetings, Mr. Spring meets with the Principals of Priority Schools on a biweekly basis to review data and ensure that building level improvement is on track.

Mr. Spring was active in the development of the Lincoln School Improvement Grant and has consistently advocated for data to examine all aspects of program implementation. This year Dr. Jenn Bashant of CASDA will collect data to examine the correlation of program components to student success measure. Through examination of these data and regular meetings with the Lincoln Principal, Superintendent Spring will ensure that implementation of the Lincoln Community School is on track to achieve its goals and that all requirements of the enabling federal legislation of the School Improvement Grant are fulfilled.

- ii. Identify specific senior leadership that will direct and coordinate district's turnaround efforts and submit an organizational chart (or charts) identifying the management structures at the district-level that are responsible for providing oversight and support to the LEA's lowest achieving schools.

Lori McKenna, Director of Planning and Accountability and her staff support the Superintendent and Building Principals by collecting and disaggregating achievement data reports. These include monthly (at-risk reports) for Priority Schools and quarterly for Board presentations. Quarterly report data is disaggregated by each student sub-group to determine if gains are being made in a given area by students across the board or if there is a disproportional effect. It is not only important to raise overall achievement, but to be sure that there is equity in such gains. This quarterly data is presented to the BoEd at a regularly scheduled public meeting and made available on the SCSD website so that building level progress monitoring is transparent.

Principals review quarterly data along with formative data reports and share them with faculty to develop a collaborative plan of action to address identified gaps. The Principal, along with Building Leadership Team Members develop a plan of action to address student achievement gaps utilizing district resources (Director of Instructional Support of Student Support) or building level resources (Instructional Coaches, or building-specific SIG Resources).

SEE ATTACHED DISTRICT ORGANIZATIONAL CHART

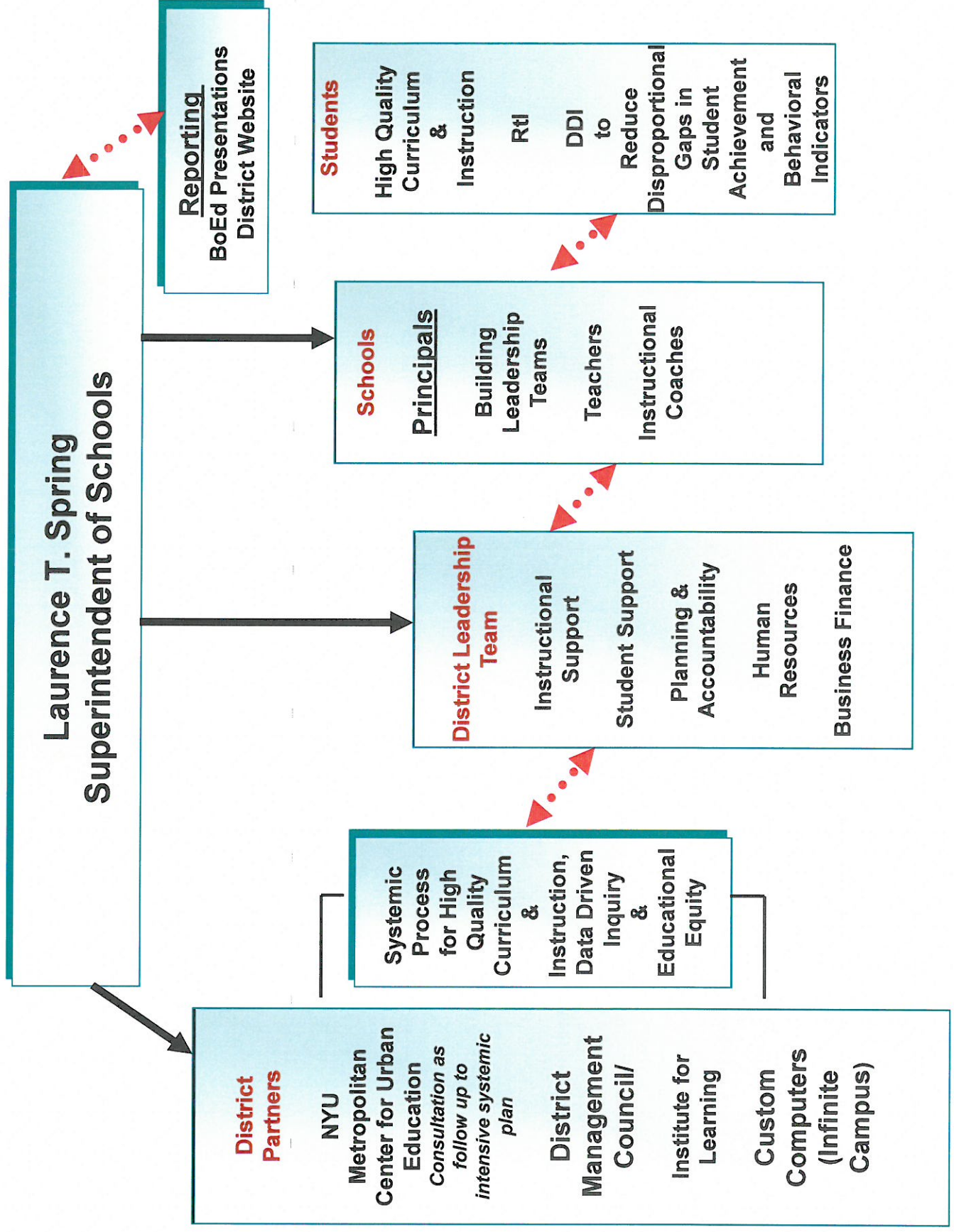
- iii. Describe in detail how the structures identified in “i” of this section function in a coordinated manner, to provide high quality accountability and support. Describe and discuss the specific cycle of planning, action, evaluation, feedback, and adaptation between the district and the school leadership. This response should be very specific about the type, nature, and frequency of interaction between the district personnel with school leadership and identified external partner organizations in this specific Priority School application.

District leadership has embraced data-driven decision making across all levels, classroom, building, and district. The Superintendent reviews data and will work closely with the Lincoln School Principal to ensure that Lincoln is on track to reach the level of progress to ensure a high quality education for all Lincoln students and take the school off of the path of receivership. The district will include all department supports including Planning and Accountability, Instructional Support, Student Support, Human Resources, Business and Finance and the Public Information Officer. Please see the chart below for the data driven information and action cycle for supporting improvement at Lincoln School.

- iv. For each planned interaction, provide a timeframe and identify the specific person responsible for delivery.

Timeline	Interaction	Person(s) Responsible
Weekly	Meeting with School Principals (with additional bi-weekly Building at Risk Report discussions).	Laurence T. Spring, Superintendent of Schools
Weekly	Meetings of District Leadership Team (five District Department Leaders, SFT Union President and SAA Union President).	Laurence T. Spring, Superintendent of Schools
Bi-weekly	Site visits to review building level student progress data, teachers' attendance data and progress as well as strategies for improvement.	Superintendent of Schools, Lincoln Principal
Bi-weekly	Building Leadership Team Meetings with all partners to review data and discuss impact of community school supports on student achievement and strategies for improvement.	Principal, Community School Coordinator, Parent Liaison, CASDA, Child Guidance, Boys & Girls Club Parent, Teacher Representatives
Monthly	Review of teacher absences and discussions with school principals and strategies for improvement.	Attendance reports compiled by Human Resources and reviewed by the Superintendent
Quarterly	School Data Presentations to BoEd and the public.	Superintendent, Director of Planning and Accountability
Quarterly	District-level strategy discussions based on quarterly data.	Superintendent, Director of Planning & Accountability, Director of Instruction, and Director of Student Support

District Approach for Systemic Improvement for Low Performing Schools



D. Teacher and Leader Pipeline

The LEA must have a clear understanding of the type and nature of teachers and leaders that are needed to create dramatic improvement in its lowest-achieving schools. In addition, the LEA must have a coherent set of goals and actions that lead to the successful recruitment, training, and retention of teachers and leaders who are effective in low-achieving schools. The LEA's plan must include each of the following elements:

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

Identify and Describe Recruitment Goals - Partnership with the NYU Metro Center and the District Management Council helped our district in thinking strategically in hiring. Our district has made the shift from simply filling vacancies to being mission-driven. We have developed a profile that goes above and beyond the certification and experience requirements for our teachers and leaders. In order to be the right match for our schools, candidates for all positions must be highly qualified AND believe that race, economics or disabilities are not predictors of achievement. They must also be data driven, knowledgeable about assessment tools and instructional monitoring. They must also have a sound grasp of the zone of proximal development and the gradual release of responsibility to create independent learners and thinkers. Candidates must be energetic and innovative and willing to adopt a "whatever it takes" approach because our students deserve no less. It is our goal that 100% of new hires align with the mission-driven profile.

Recruitment Strategies – Currently, we recruit through the Online Application System for Educators (OLAS) and through SANYS networks. We are in the early stages of developing recruitment with NYU and other highly selective colleges and universities to increase the quality of candidates and to increase the pool of candidates more reflective of our students and more aware urban poverty.

Equal Access - The Office of Human Resources conducts the screening and outreach process. Over the past year, the district has worked with the Human Resources Department to refine the process to include an intensive screening rubric to narrow a wide field of candidates to a highly qualified pool of applicants to best meet the needs of our students. All SCSD Principals will have equal access to the pool of highly qualified applicants in each certification area.

The Schenectady City School District is committed to the elimination of race, economics, and disability as predictors of student achievement. SCSD seeks leaders and teachers to create learning environments that encourages innovation, creativity, and student success.

Successful candidates for leadership and teaching positions must possess:

- Experience in their certification area;
- Demonstrated expertise in the use of data-driven instruction;
- Proven ability to motivate staff and students to achieve excellence;
- Excellent organizational, verbal, and written communication skills;
- Knowledge of content standards, instructional and assessment practices that incorporate research-based strategies and methodologies;
- Team development and leadership skills;

- Ability to work collaboratively with staff members, and administrators; and
 - Ability to build strong relationships with students, staff, parents and the community.
- ii. Describe the district processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change.

The district has revised its internal policies and developed incentives to ensure more timely notifications of pending teacher retirements and resignations. These changes have resulted in a much more streamlined hiring process. Our district is aware of vacancies much earlier and therefore is able to begin the recruitment process much earlier to hire the most highly qualified applicants. The following reflects an annual time frame for recruitment and hiring

Timeline for hiring Teachers and Leaders for New Positions and Retirements:

December	<ul style="list-style-type: none"> • Initial Budget work-based on estimated funding levels and enrollment projections for each grade.
January - Early February	<ul style="list-style-type: none"> • Notifications for Teacher and Leader retirements; • Identify teacher & leader recruitment needs.
Early – Late March	<ul style="list-style-type: none"> • Publish estimated vacancies, begin outreach for recruitment with colleges and postings on OLAS.
April	<ul style="list-style-type: none"> • Accept applications; • Begin screening process; • Finalize applicant pools for each subject area; • Interview process with Building Principals.
May	<ul style="list-style-type: none"> • Hiring Process.
May- June	<ul style="list-style-type: none"> • Background checks, fingerprinting.
July	<ul style="list-style-type: none"> • School principals and other leadership positions are able to start; • Teaching faculty are able to participate in district-wide or school level professional development prior to the start of the school year.

Selection of Lincoln Principal – As the outgoing Principal of Lincoln School resigned in late June, 2015, the SCSD will not be able to work within the recruitment parameters of retirements and other similar planned leadership vacancies. Although the time frame has been shortened the qualifications remain high.

The posting for the Lincoln Principal position was placed on OLAS and SANYS immediately and the formal recruitment process began with advertising to attract the best qualified candidate for the position. **The District will have a Principal hired to lead Lincoln School by September 1, 2015.**

- iii. Identify and describe any district-wide training programs designed to build the capacity of *leaders* to be successful in leading dramatic change in low-achieving schools. In addition, describe how these programs are aligned to the implementation of the specific model chosen (*Turnaround, Restart, Transformation, Innovation Framework, Evidence-based, or Early Learning Intervention*). Provide a

history of these or similarly purposed programs in the district, how they are or have been funded, and identify whether the school principals chosen to lead the new school designs proposed in this application have emerged as a direct result of these programs. Please identify the goals in terms of quantity and quality of effective leader development.*

District-Wide Leadership Training Programs and Funding Source - *The recent District-Wide Systemic Supports Grant* provided training for SCSD leaders to be successful in leading dramatic change in low achieving schools. Professional Development with faculty from the NYU Metro Center has led district-wide change in the way that we look at data and collectively redefining the nature of success. District leaders agree that it is no longer good enough to see that students in every accountability sub-group make gains; we need to put in place strategies and resources to accelerate learning so that achievement gaps between student accountability groups disappear.

Alignment with the Innovation Framework (Community Schools Model) - The Professional Development described above represents a major shift in thinking across the district. All leaders and in turn all teachers need to face the not so subtle reality that low expectations for students of low income, students with disabilities or English Language Learners becomes a self-fulfilling prophesy. The incremental model for student gains reinforces those low expectations because incremental gains never close learning gaps. This Professional Development will help leaders to shift expectations and learn to use data effectively to ensure that learning gaps are closed and all students meet or exceed NYS Standards. This shift in thinking and practice is especially important to accelerate student achievement. It is our commitment through the Community Schools Model to provide the support necessary so that all students can be successful.

Goals for Leader Development - It is our expectation that 100% of principals participate in Leadership Professional Development and that 100% of Principals commit to beliefs and practices that will lead to educational equity for all students.

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

The District worked with the District Management Council (DMC) this Spring on a Study, *Raising Student Achievement While Controlling Costs*. Input from staff at all levels was included in the study. This was a collaborative process between the DMC and staff to review current reading practices. The Report was shared with the District on March 19, 2015 and shared with Elementary Principals in April, 2015.

"This study was designed to identify opportunities to raise achievement of struggling students, increase equity for staff, and manage costs. It focused on improving elementary reading practices through a custom tailored plan built off best practices and current initiatives."

PROBLEM STATEMENT: MORE THAN 80% OF STUDENTS IN THE SCHENECTADY CITY SCHOOL DISTRICT STRUGGLE WITH READING.

In order to address the problem statement above, the DMC Report identified five opportunities to refine literacy instruction in the District. These opportunities outline high-impact actions the District can take to improve student outcomes in reading while controlling costs.

- Consider what training and background knowledge is required to best deliver reading instruction to students, including those who are struggling or have mild or moderate special needs;
- Expand and strengthen the focus on core instruction;
- Consider adding literacy coaches to provide guidance to teachers to improve core instruction;
- All students in Grades K-2 receive 100-150 minutes of phonics and phonemic awareness instruction per week;
- More widely disseminate an understanding of the District Literacy Program into the schools.

The Schenectady City School District is committed to implementing a systematic approach to literacy instruction. “Systematic reading instruction carefully thought out, builds upon prior learning, is strategic building from simple to complex, and is designed before activities and lessons are planned. Instruction is across the five components (phonemic awareness, phonics, fluency, vocabulary, and comprehension).” (Adams, 2001)

The District developed and disseminated to all staff the *Schenectady City School District Literacy Plan K-3* which serves as a guide for teachers and leaders as they prepare to develop students into proficient readers and writers, independent and critical thinkers and effective communicators. The *District Literacy Plan for Grades K-3* serves as a guide to the components of literacy and will be used as a framework to plan an integrated reading and writing block-based on Common Core Learning Standards and District curriculum. The District also increased the time spent on reading instruction to 150 minutes each day, with particular emphasis on phonics and phonemic awareness at the K-2 grades.

Instructional Coaches

In the development of the 2015-16 District Budget, the positions of Instructional Coaches were established in each of the elementary schools. The staff selected for these positions will provide job embedded Professional Development to their colleagues in Grades K-3 to implement a systematic literacy program. An additional three Instructional Coaches will be supporting Special Education classes in Grades K-3. The Instructional Coaches will be provided monthly Professional Development to increase their coaching skills.

Curriculum Development

Curriculum is being developed for Phonics instruction for Grades K-2 this summer.

Professional Development

Professional Development for 2015-16 will be focused on the District’s Theory of Action. The following chart provides an overview of the PD planned for the 2015-16 school year.

- v. Identify in chart form, the district-offered training events for items “iii & iv” above, scheduled during the year-one implementation period (September 1, 2015 to June 30, 2016). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

Professional Development

PD Event	Responsibility	Desired Measurable Outcomes	Method for Assessing Outcomes	Funding Source
Literacy Camp for Special Education Teachers, ESL and General Education Teachers	Pupil Personnel Services	Participants will have a deep understanding of strategic reading instruction outlined in the <i>District Literacy Plan for Grades K-3</i> .	AIMSWEB, Interim Assessments	
Co-Teaching	Pupil Personnel Services	Participants will have a deep understanding of the District’s model of co-teaching which has been redesigned to focus on specific interventions for reading to improve student achievement.	AIMSWEB, STAR, Interim Assessments	611
Fundations	Pupil Personnel Services	Teachers will be equipped to implement the Fundations Phonics Program and the Phonics curriculum which will improve decoding skills.	AIMSWEB ELSA	611
Phonics Curriculum for Grades K-2	Pupil Personnel Services	Teachers will become adept in implementing the Phonics Curriculum which will improve decoding skills.	AIMSWEB ELSA	
TCIS	Pupil Personnel Services	Staff will be capable of de-escalating significant behavior incidents and reducing behaviors that interfere with learning in the classroom.	Restraint Data, Disciplinary Referrals, School-Based Support Team Data.	611

Professional Development- District Level

PD Event	Responsibility	Desired Measurable Outcomes	Method for Assessing Outcomes	Funding Source
Literacy Camp for Special Education Teachers, ESL and General Education Teachers	Pupil Personnel Services	Participants will have a deep understanding of strategic reading instruction outlined in the <i>District Literacy Plan for Grades K-3</i> .	AIMSWEB, Interim Assessments	
Co-Teaching	Pupil Personnel Services	Participants will have a deep understanding of the District's model of co-teaching which has been redesigned to focus on specific interventions for reading to improve student achievement.	AIMSWEB, STAR, Interim Assessments	611
Foundations	Pupil Personnel Services	Teachers will be equipped to implement the Foundations Phonics Program and the Phonics curriculum which will improve decoding skills.	AIMSWEB ELSA	611
Phonics Curriculum for Grades K-2	Pupil Personnel Services	Teachers will become adept in implementing the Phonics Curriculum which will improve decoding skills.	AIMSWEB ELSA	
TCIS	Pupil Personnel Services	Staff will be capable of de-escalating significant behavior incidents and reducing behaviors that interfere with learning in the classroom.	Restraint Data, Disciplinary Referrals, School-Based Support Team Data.	611

E. External Partner Recruitment, Screening, and Matching

The LEA must have a rigorous process for identifying, screening, selecting, matching, and evaluating partner organizations that provide critical services to Priority Schools.

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

Process for Identifying Partners - The first step in the process for identifying partners to provide critical services for Priority Schools is for Principals to work with their faculty and with key district-level staff (Director of Instruction, Director of Student Support and the Director of Planning and Accountability) to examine data and determine specifically what type of support is needed to address specific building level achievement gaps and challenges. The next step in identifying partners is conducting research to create a list of partners on the local, Regional, State or National level who are recognized for providing such support. The identification process also includes checking the NYS M/WBE Directory.

Screening partners - Includes refining the potential list of partners based on scope of work proposal, phone interviews (or in person as possible), reference checks, examination of prior work and cost estimates.

The **Selection of Partners** is based on 1) Reference checks for quality of services provided; 2) Review of previous work (publications, reports, studies, etc.); 3) Quality of persons or faculty of persons actually performing services; 4) Availability of persons or faculty in the organization actually conducting the work; 5) Cost proposals.

Matching is conducting on the building level. Principals must have a comfort level to work with a specific partner and specific people from that partner organization or agency. Selection of staff or faculty to be used by the partner on the Lincoln Community School will be made as a joint decision between the partner organization and the Principal.

Evaluating Services - Each Partner Agreement (MOA) has specific work products or deliverables. Such work products or deliverables are evaluated annually at the building level by the Principal and on the district level by the Director of Planning and Accountability. Continuation of Partnership Services is contingent upon satisfactory evaluation.

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

Procurement Budget Timelines. As soon as the SCSD receives official notification from NYSED that funds have been awarded, the Office of Planning and Accountability and the Priority School Principal works with the Partner to make necessary modifications to and finalize the preliminary. Modifying and obtaining signature on the final MOA should take no more than (7) days. Once the MOA has been signed by the partner agency and the Superintendent, then the Principal works with the Business Office to establish and open codes

for the grant program. Budget codes should be open within (3) business days of receiving signed final MOAs for service. Once the budget codes are entered, purchase orders can be written for services in fulfillment of detailed services outlined in the MOA.

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

Role of the District and School Principal in Partner Selection - The Principal and the Building Leadership Team are central in the process of identifying, screening, selecting, matching, and evaluating building-level partner organizations. Lori McKenna and the Office of Planning and Accountability, along with the SCSD Office of Central Services provide technical support to the Principal as needed. The Principal has the final determination in the selection of building level educational partners.

Accessibility of Partners for the Start of the 2015/ 2016 School Year - In the case of Lincoln School Outgoing Principal Pedro Roman; Community School Coordinator, Larry Grimmer, the Lincoln School-Based Leadership Team and the Community School Advisory Council have worked with an effective partnership through the Implementation of the SIF Community School Grant. These critical stakeholders have already engaged in an extensive planning process with CASDA, the educational partner, Northeast Parent and Child Society (Child Guidance), the mental health partner, and the Boys & Girls Club providing extended learning and youth development programming.

- iv. If the model chosen is *Restart*, the LEA/school must describe in detail the rigorous review process that includes a determination by the LEA that the selected CMO or EMO is likely to produce strong results for the school. See federal definition of 'strong results' at <http://www2.ed.gov/programs/sif/index.html>. Federal Register, vol. 80, no. 26, pg. 7242.

Not Applicable

F. Enrollment and Retention Policies, Practices, and Strategies

The LEA must have clear policies, practices, and strategies for managing student enrollment and retention to ensure that Priority Schools are not receiving disproportionately high numbers of students with disabilities, English-language learners, and students performing below proficiency.

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

Lincoln School and District Enrollment Comparisons - The district-wide free and reduced lunch rate is 80%. The free and reduced lunch rate for Schenectady Elementary School range from a low of 67% to a high of 96%. Currently, Lincoln has a free and reduced lunch rate of 90%. Schenectady Elementary Schools have student bodies that range from 58% to 85% students of color. Lincoln has a student body that is comprised of 84% students of color. The percentage of students with disabilities and the percentage of ELL students are within range of other elementary schools in the District. The academic achievement of Lincoln's students with disabilities and ELL students is similar to that of the other elementary schools in the SCSD. Lincoln and all SCSD schools measure data quarterly by each student sub-group to support improved accountability. This will ensure that all students are not just making gains, but ever mindful of closing achievement gaps.

Reasons for Similarities and Differences - The City of Schenectady has become more diverse with higher levels of poverty across the City. Some neighborhoods such as the Central State Neighborhood have higher numbers of two family houses than other parts of the City. Once these two-family homes were owner occupied by stable intergenerational families; they are now owned by absentee landlords and rented by poorer, more transient families. Three years ago, one of the four elementary ESL Centers in the district was moved to Lincoln. This was done as Lincoln had the available space where other schools were beyond capacity.

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

Ensuring Access to High Quality Programs Across the District. Students are assigned to attend neighborhood schools closest to their homes. In order to provide an economy of scale and specialized program as spread out to a limited number of schools across the district. Currently Lincoln has one of four ESL Centers in the City and it also has a full day Pre-K classroom.

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

The SCSD is implementing a re-districting plan in Fall, 2016. Elementary schools across the district will have more room as all 6th grade students will be moving to newly renovated middle schools. The re-districting plan will re-locate the ESL currently located at Lincoln to a school with a lower proportion of African-American, Latino and Asian students. **This will correct Lincoln's imbalance of ESL students.** The redistricting plan scheduled for Fall,

2016, will also provide for a more equitable balance of students of color between the district schools.

G. District-level Labor and Management Consultation and Collaboration

The LEA/school must fully and transparently consult and collaborate with recognized district leaders of the principals' and teachers' labor unions about district Priority Schools and the development and implementation of the plan proposed for this specific Priority School proposed in this application. The evidence of consultation and collaboration provided by the LEA must contain each of the following elements:

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

Lincoln teachers (SFT Members) have been an active part of the Lincoln Community School Advisory Council for the past three years, since the planning of the original SIF Grant. The Lincoln Community School Advisory Council has met monthly throughout the implementation of the SIF grant. Members of the Advisory Council, as well as representatives of the Schenectady Federation of Teachers (SFT) and the Schenectady Administrator's Association (SAA) were invited to attend planning sessions for the Lincoln School Improvement Grant. When Juliet Benaquisto, SFT President, was not able to be at the table because of scheduling conflicts, Francis Rielly, SFT Elementary Chair attended the meetings.

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

Please See Attached

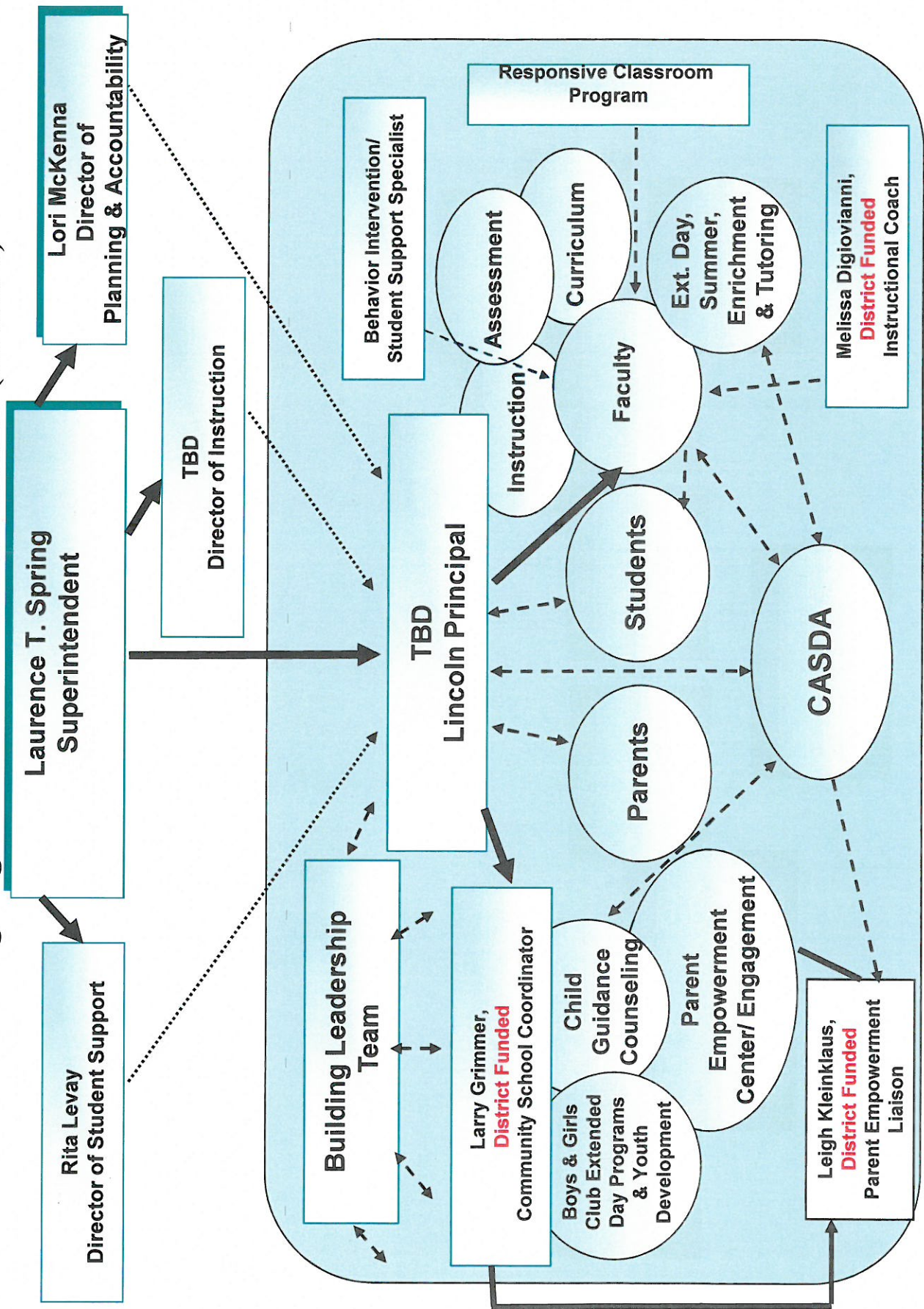
Attachment A Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) <i>Steve Boynton</i>	<i>7/21/15</i>	
Type or print name Steven Boynton		
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) <i>Juliet Benaquisto</i>	<i>7/22/15</i>	
Type or print name Juliet Benaquisto		
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)		
Type or print name Jessica Kanciruk		<i>Unavailable - Jessica was out of town when the full proposal was ready for signature.</i>

Building Organizational Chart Lincoln SIG (Round 6)



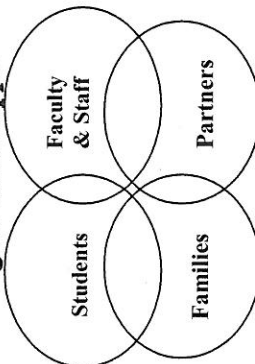
Lincoln Community School Model

High Quality Instruction and Curriculum Aligned to CCLS

Professional Development
Daily Professional Learning
Communities
Embedded Coaching
PD All Teachers
PD All Support Staff

Mentoring/Tutoring
Volunteer Reading Tutors
Corporate Mentors
College Mentors
Community and Faith-Based Mentors

Strengths-based Approach



Caring Adults

Behavioral Health & Mental Health
Onsite services for students & families
Early MH screening
Self-Management
Social Emotional Development

Responsive Classroom Program

Responsive Classroom Program

College and Career Ready

Extended Day/Year
Tiered Educ. Support
Literacy Development
Enrichment
Youth Development
College and Career Exploration
Fitness & Wellness
Nutrition

Community Linkages for Strong Families
Food Security
Child Care
Pre-School & Head Start
Economic Security
Housing/Homeownership
Other Needs

Engaged Families

Family Empowerment Center
Parent Engagement
Enhancing Family Strengths
Family Literacy
Pre-school Resources
Parenting Skills Enhancement

CASDA Educational and Leadership Improvement

Of 1438 B. School Model and Rationale

The LEA/school must propose and present the SIG plan as a plausible solution to the challenges and needs identified in the previous section, as well as the appropriate fit for the particular school and community. The SIG plan and rationale must contain descriptions of the following elements:

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

Students in urban school settings such as Lincoln face social, economic, and academic challenges. This is often complicated by concentrated poverty, the inequities that exist in public education funding, and the lack of access to resources. Despite these challenges, all students in New York State are expected to meet the Common Core Learning Standards (CCLS). The aim of the new rigorous learning standards is to prepare students to be college and career ready. However, without the necessary resources and supports, students in urban school settings will continue to struggle academically and the achievement gap will continue to widen. One way to address this issue is by leveraging community resources and supports through the use of a community school model, which focuses on academic and expanded learning opportunities, social supports and services, and family and community engagement. Using public schools as hubs, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families, and communities (Dryfoos, 2004). Evaluations of community schools have found that this model is associated with improved student achievement, increased parental involvement in student learning, decreased student absenteeism, improved student mental and physical health and greater family knowledge of and access to community agencies (The Annie E. Casey Foundation, 2008; Blank, Melaville, & Shah, 2003; and the Children's Aid Society, 2005).

Lincoln Elementary Community School has adopted the community school model to meet the academic, social, and emotional needs of our students, while at the same time engaging our families and communities in this process. Our theory of action is focused on providing our students with academic rigor in the classroom, expanded learning opportunities, social supports and services, and family and community engagement to mitigate the learning barriers they face, which will lead to improved student outcomes (i.e.; achievement, attendance, decrease in referrals, etc.).

Lincoln was awarded a SIF Grant to implement a community school in 2013. The following is a sampling of initial results.

- 2013/2014 NYS 4th ELA Assessment Scale Score for Lincoln was 287 compared with 279 for the SCSD average representing 8 points greater.
- 2013/2014 NYS 6th ELA Assessment Scale Score for Lincoln was 279 compared with 275 for the SCSD average representing 4 points greater.

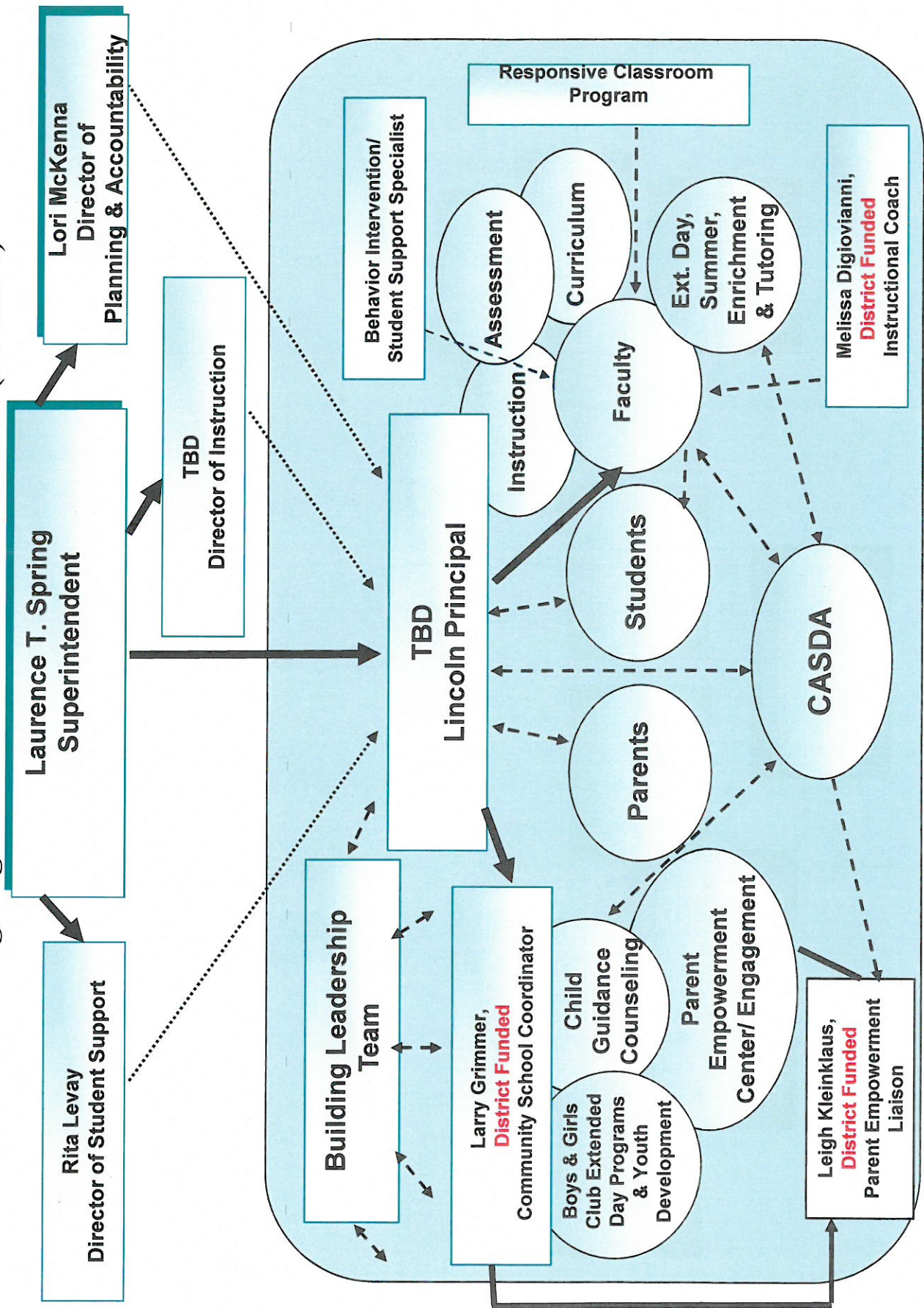
- Improvement for the ELA Scale Score was much greater for students who attended the Extended School Day Program; 53% of students attending the programs showed improvement compared with 30% of students who did not attend the program.
- Improvement for the Math Scale Score was much greater for students who attended the Extended School Day Program; 60% of students attending the programs showed improvement compared with 26% of students who did not attend the program.

It is our intent to build on this foundation to implement an Innovation Framework – Community School under the School Improvement Grant. This will allow us to improve achievement and other key indicators for Lincoln Elementary School.

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

The Community School Model was originally chosen in 2012 through extensive meetings with parents, teachers and other school stakeholders. Support for the model continued through the implementation of the School Innovation Fund Grant through quarterly meetings of the Lincoln Community School Advisory Council. School Improvement Grant Planning Meeting with parents, teachers and other stakeholders reaffirmed the selection of the Community School Model.

Building Organizational Chart Lincoln SIG (Round 6)



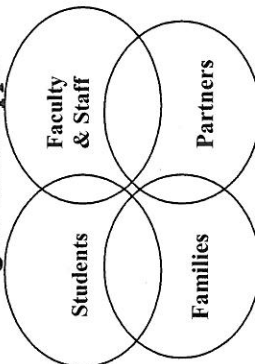
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Extended Day/Year
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Literacy Development Enrichment
Youth Development
College and Career Exploration
Fitness & Wellness
Nutrition

Community Linkages for Strong Families
Food Security
Child Care
Pre-School & Head Start
Economic Security
Housing/Homeownership
Other Needs

Engaged Families

Family Empowerment Center
Parent Engagement
Enhancing Family Strengths
Family Literacy
Pre-school Resources
Parenting Skills Enhancement

CASDA Educational and Leadership Improvement

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2015-16	Target for 2016-17	Target for 2017-18	Target for 2018-19	Target for 2019-20
I. Leading Indicators								
a. Number of minutes in the school year	min	67500	67500	67500	67500	67500	67500	67500
b. Student participation in State ELA assessment	%	4003/4512 89%	166/178 94%	100%	100%	100%	100%	100%
c. Student participation in State Math assessment	%	3761/4509 83%	166/177 94%	100%	100%	100%	100%	100%
d. Drop-out rate	%	220/9453 6%	NA	NA	NA	NA	NA	NA
e. Student average daily attendance	%	92%	94.4%	94.7%	95.0%	95.3%	95.6%	96.0%
f. Student completion of advanced coursework	%	NA	NA	NA	NA	NA	NA	NA
g. Suspension rate	%	838/9453 9%	17/344 5%	4.5%	4.0%	3.5%	3.0%	2.5%
h. Number of discipline referrals	num	21004	135	126	117	108	99	90
i. Chronic absenteeism rate	%	838/9453 9%	10/344 3%	2.8%	2.6%	2.4%	2.2%	2.0%
j. Teacher attendance rate	%	HR?	88.7%	90%	91%	92%	93%	94%
k. Teachers rated as "effective" and "highly effective"	%	Not released yet	Not released yet	100%	100%	100%	100%	100%
l. Hours of professional development to improve teacher performance	num	36788	60	60	60	60	60	60
m. Hours of professional development to improve leadership and governance	num	?	20	20	20	20	20	20
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	?	60	60	60	60	60	60
II. Academic Indicators								
a. ELA performance index (Not released – 13-14)	PI	62	55					
b. Math performance index (Not released – 13-14)	PI	57	46					
c. Student scoring "proficient" or higher on ELA assessment	%	14	13					

(Not released – 13-14)								
d. Students scoring “proficient” or higher on Math assessment	%	13	10					
e. Average SAT score	score	NA						
f. Students taking PSAT	%	NA						
g. Students receiving Regents diploma with advanced designation	%	NA						
h. High school graduation rate	%	NA						
i. Ninth graders being retained	%	NA						
j. High school graduates accepted into two or four year colleges	%	NA						

**Bi-monthly telephone calls will be conducted with LEA's to consider interim data and progress being made toward yearly targets.*

D. School Leadership

The LEA/school must have the mechanisms in place to replace the existing principal and select/assign a new school principal and supporting leaders that possess the strengths and capacity to drive the successful implementation of the SIG Plan. (While the replacement of the principal is not a requirement of all models, the LEA and EPO/EMO should have the mechanism to replace the existing principal if through a screening process by the LEA/EPO/EMO, principal replacement is determined to be the best approach to ensuring school and student success.) Whether the principal is being replaced or not, the LEA must make the case by providing a clear rationale and supporting evidence that the principal identified is likely to be successful in effectively implementing the SIG plan. The selection and identification of the school principal and supporting school leadership must contain the following elements:

- i. Identify and describe the specific characteristics and core competencies of the school principal that are necessary to meet the needs of the school and produce dramatic gains in student achievement. Please refer to, "Competencies for Determining Priority School Leaders" which may be found at: <http://www.p12.nysed.gov/turnaround/CompetenciesforDeterminingPrioritySchoolLeaders.html>.

The Schenectady City School District is committed to the elimination of race, economics, and disability as predictors of student achievement. SCSD is seeking an Elementary School Principal to provide leadership in creating a learning environment that encourages innovation, creativity, and student success.

The successful candidate possesses:

- Administrative and teaching experience;
 - Demonstrated expertise in the use of data-driven instruction;
 - Proven ability to motivate staff and students to achieve excellence;
 - Supervision and evaluation of staff and programs;
 - Excellent organizational, verbal, and written communication skills;
 - Knowledge of content standards, instructional and assessment practices that incorporate research-based strategies and methodologies;
 - Team development and leadership skills;
 - Ability to work collaboratively with staff members, and administrators;
 - Ability to build strong relationships with students, staff, parents and the community;
 - A demonstrated commitment to develop Priority School Leader Qualifications;
 - Candidates must possess proper NY State Certification, SBL required.
- ii. Identify the specific school principal by name and include in this narrative a short biography, an explanation of the leadership pipeline from which she/he came, as well as the rationale for the selection in this particular school. In addition, provide an up-to-date resume and track record of success in leading the improvement of low-performing schools; OR

Not Applicable

- iii. If the specific persons who will serve in this position are not yet known, describe the action steps necessary to put leadership in place, and identify the formal LEA/school mechanisms that enable this

personnel action. The principal selected to lead the school must be in place no later than September 1, 2015, to ensure sufficient time to lead summer activities in preparation for the beginning of the school year. Identify any barriers or obstacles to accomplishing these tasks, as well as strategies for overcoming them. If the principal selected to lead the school is not in place by September 1, 2015, or does not meet the quality standards set forth in this application, the SIG will be suspended immediately and the LEA will be at risk of having the grant terminated.

Selection of Lincoln Principal – The outgoing Principal of Lincoln School resigned in late June, 2015, to take a position out of the area. The SCSD Human Resources Department began the recruitment process immediately. The posting for the Lincoln Principal position was placed on OLAS and SANYS immediately and the formal recruitment process began with advertising to attract the best qualified candidate for the position. **The District will have a Principal hired to lead Lincoln School by September 1, 2015.**

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

Community School Coordinator

(Funded under the SIF Grant - will be district funded 9/1/15 onward over the course of the School Improvement grant).

Reports to the Principal of Lincoln School.

The Community School Coordinator is responsible for implementation of the Community School Model including monitoring the program contracts, and supervision of the Family Empowerment Liaison, Family Empowerment Center, Extended Learning Programs, Counseling Services and Implementation of the Responsive Classroom Program with fidelity.

Responsibilities include:

- Supervising and monitoring program contracts with Child Guidance and the Boys & Girls Club and monitoring the contract with CASDA in consultation with the Principal;
- Coordination with supporting Community School Partners including: Girl Scouts of Northeastern New York; Girls, Inc; Community Fathers; Bigelow Corners Partnership; Cornell Cooperative Extension; Reading Is Fun Program; Unitarian Universalist Society – Literacy Volunteers; Schenectady County Public Library; MiSci – Schenectady Museum and Planetarium; Schenectady High School Ambassadors; Schenectady High School International Baccalaureate Program; Rotary Club – Niskayuna; Calvary Tabernacle Church; NYS Commission on Economic Opportunity – Foster Grandparents Program; Schenectady County Job Training Agency and Hometown Health;
- Outreach to additional community partners and expand services as directed by the School Principal;
- Organizing meetings of the Community School Advisory Council;
- Organizing college, career and enrichment field trips;

- Supervising the Family Empowerment Facilitator;
- Assisting the Principal in managing the program budget and purchasing;
- Organizing special events;
- Supervising data collection and reporting;
- Building supervision in evening hours when the School Principal is not available.

This is a full time year round position that requires a schedule that goes beyond that traditional school day.

Qualifications: Successful candidates must possess a Master's degree in education or social work or a Masters of Public Administration.

Successful candidates should possess:

- Proven experience in program management and budgeting;
- Excellent communication skills;
- Strong organizational skills;
- A high degree of ethics and respect for families and community and school stakeholders;
- Knowledge of the community is helpful.

Mr. Larry Grimmer has held this position since May, 2013. He holds an MS Ed in Elementary Education, and a BS in Finance. Prior to serving as the Community School Coordinator, Larry was a teacher at Lincoln for nine years where he taught Grades 4/5 split and 5 while serving as a teacher at Lincoln, Larry Grimmer:

- Plan, implement, and assess lessons in ELA, Math, Social Studies, and Science in accordance with Common Core and NYSED Learning Standards;
- Served on Building Leadership Team (2005 – present);
- Served on Crisis Management Response (Safety) Team (2009 – present);
- Member of PTO (2006 – present). Serve as PTO Treasurer (2011 – present);
- Participated in organizing parent/family informational events (2005 – present);
- Co-mentored probationary teacher (2012);
- Participated in District-wide Math Curriculum Committee (2010-2011);
- Coordinated Junior Achievement for building (2009 – present);
- Served as Primary Grade-Level Leader (2008 – 2010);
- Co-Sponsored SCSD-approved Professional Development Book Clubs for faculty (2007 – 2010).

In addition to his experience in education, Larry gained a great deal of management, budget and customer service experience serving as Vice President and General Manager of Grimmer Electric Company.

- v. Describe and discuss the current supporting leadership profile of the school in terms of quality, effectiveness, and appropriateness to the model proposed and needs of the students. Identify specific individuals who will remain in supporting leadership positions from the previous administration and

discuss the strategies employed by the new school principal and the LEA/school to ensure buy-in and support from the entire leadership team. Identify any barriers or obstacles to obtaining leadership buy-in or support as well as strategies for overcoming them.

As part of the School Improvement Grant we will include consultants from our primary partner, the Capital Area Development Association (CASDA) to support School improvement efforts and effective implementation of the Community School Model. Primary Consultants working to support the Hamilton Leadership Team include Elizabeth (Betsy) Smith and Dr. Jenn Bashant.

Betsy Smith has been a consultant with CASDA since 2012. Prior to joining CASDA, she worked in the education field for 20 years serving as an elementary teacher, ELA Coordinator, Building Principal, Assistant Superintendent and Superintendent of Schools. She holds a BA in Social Work, and MS in Elementary Education as well as Administrative Certification.

Dr. Jennifer Bashant holds a Ph.D. in Social Welfare, a Masters of Social Work (MSW), and a BA in Psychology. Dr. Bashant has had extensive research experience since 2001. She has served on the faculty of CASDA since 2012. Her experience at CASDA includes:

- Consultation with schools regarding the implementation of data-driven instruction;
- Improve learning environment;
- Implementation of research-based practices in education;
- Survey design, administration and analysis;
- Certified DiSC Trainer (Improving workplace relationships and communication);
- Working in Albany H.S./Hackett M.S. (Magnet and SIG grants), Troy and Newburgh (Systemic Turnaround Grants, SIG Grant in Troy), Schenectady (Community Schools Grant).

The District has funded two key full time positions starting September 1, 2015 to support the Community School Model. These positions include the Instructional Coach and the Family Empowerment Facilitator.

Melissa DiGiovanni began as the **Curriculum and Instruction Coach** at Lincoln Community School in 2014 under the SIF Grant. The District will fund this position from September 1, 2015 onward throughout the period of the School Improvement Grant.

- Planned and presented Professional Development for teachers on aligning lessons to the Common Core Standards, Stafftrac, Fast ForWord and instructional strategies, etc.;
- Provided embedded Professional Development in classrooms;
- Planned lessons with teachers to meet their students' needs;
- Facilitated data meetings where action plans were developed at each grade level;
- Facilitated PLC meeting to analyze data and plan for instruction;
- Created an assessment calendar for Lincoln Community School;
- Created data walls;

- Fostered parental engagement activities: Parent Information Night;
- Member of Lincoln Building Leadership Team;
- Provided coverage of the building while Principal was not available;
- Organized all NYS testing schedules, distribution and pickup of materials.

Ms. DiGiovanni holds a MS in Education majoring in Special Education with a Concentration in Learning Disabilities. She holds a BS in Elementary Education and is permanently Certified Pre-K – Grade 6 and Special Education K-12. Melissa DiGiovanni has 18 years of experience serving as a classroom teacher and an instructional coach.

Leigh Kleinklaus began as the **Family Engagement Facilitator** at the Lincoln Community School in August, 2013 under the SIF grant. The District has agreed to fund this position starting September 1, 2015 and thereafter through the period of the School Improvement Grant.

Leigh holds a MA in Professional School Counseling and a BA in Psychology. She is certified in both New York and Massachusetts as a School Counselor K-12. In her role as Family Engagement Facilitator, Ms. Kleinklaus:

- Provides individual counseling to students struggling with behavior;
- Provides small group social skills counseling to students;
- Facilitates Collaborative Problem Solving sessions with students, teachers and parents;
- Participates in Teachers Professional Learning Communities (PLC) to provide support and consultation for behavioral and academic interventions and facilitate documentation of tiered interventions to allow for efficient and effective School-Based Support Team meetings;
- Collaborates with teachers, administrators, parents and other student support service individuals to develop and monitor Behavioral Intervention Plans through the School-based Support Team;
- Collaboratively develop behavioral and academic intervention plans for struggling students;
- Provides academic strategies and routines for children to their parents;
- Engages parents as co-leaders in a college and career-ready campaign for their children;
- Collaborates with teachers to design and facilitate parent and child interactive literacy activities;
- Plans, implements and evaluates activities, events and programs related to academic success for students that engage families;
- Organizes opportunities for parents, guardians and other adult community members to read to or tutor Lincoln students;
- Assists with the identification and recruitment of families who are most in need of services;
- Conducts home visits to improve parent-school relationships and with special interest in finding out how the school can help and support parents even as parents are encouraged to help their children succeed in school;

- Produces and disseminate information, press releases, promotional flyers and other related materials for the purpose of promoting parent education programs, classes and sponsored events.

E. Instructional Staff

The LEA/school must have the mechanisms in place to assign the instructional staff to the school that have the strengths and capacity necessary to meet the needs of the school and its students.* This section must contain the following elements:

- i. Identify the total number of instructional staff in the building and number of staff identified as highly effective, effective, developing and ineffective (HEDI) based on the school's approved APPR system.

Lincoln APPR Chart (2014)

32 Teachers	Ineffective	Developing	Effective	Highly Effective
Overall	0% (0)	9% (3)	72% (23)	19% (6)
State Growth/Other	13% (4)	41% (13)	41% (13)	6% (2)
Locally Selected Measure	0% (0)	9% (3)	25% (8)	66% (21)
Other	0% (0)	0% (0)	22% (7)	78% (25)

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

In addition to classroom teachers, Lincoln has additional educators to provide the support needed to help our students to achieve rigorous academic standards. These professionals include: two full time ESL Teachers to meet the needs of ESL students, (3) special education teachers, a half-time Library Media Specialist and (2.5) Reading Teachers in addition to the Reading Specialist/Teacher planned to be funded from the School Improvement Grant.

Additionally, the District funds a full time Social Worker and a .8 psychologist and an Intervention Specialist at Lincoln to help address the social-emotional and behavior challenges that can present barriers to students' academic success.

- iii. For each key instructional staff to be employed at the start of model implementation identify and describe the characteristics and core competencies necessary to meet the needs of its students.

Elementary Instructional Coach (District-funded):

- Permanent NYS Certification PK-Grade 6;
- Commitment to the high levels of success for all learners;
- Minimum of 10 years successful K-6 teaching experience;

- Demonstrated ability to close students' learning gaps;
- Demonstrated knowledge of the CCLS;
- Demonstrated knowledge of data-driven instruction;
- Ability to demonstrate effective use of research-based practices;
- Ability to develop rigorous lesson plans to promote higher order thinking skills;
- Ability to develop active, engaging, learning opportunities for students;
- Demonstrated ability to differentiate instruction to meet the needs of a variety of learners;
- Ability to model practices successfully in classrooms for colleagues;
- Ability to work with colleagues in a supportive, non-judgmental manner.

Behavior/Instructional Support (Proposed SIG- Funded):

- Permanent NYS Certification PK-Grade 6;
- Commitment to the high levels of success for all learners;
- Minimum of 10 years successful K-6 teaching experience;
- A demonstrated commitment to the RtI process for student behavior;
- Ability to demonstrate excellent classroom management skills;
- Ability to maintain a respectful classroom environment at all times;
- Demonstrated respect for and understanding of students from a myriad of cultures;
- Ability to de-escalate student behaviors in the classroom;
- Commitment to the Responsive Classroom Model;
- Demonstrated ability to understand students' learning styles to offer active and engaging learning opportunities;
- Ability to model practices successfully in classrooms for colleagues and students;
- Ability to work with colleagues in a supportive, non-judgmental manner.

Reading Specialist/Teacher (Proposed SIG- Funded)

(Hybrid Position – Initially 60% Reading Specialist, 40% Teacher, with responsibilities fluid to meet the needs of the building):

- Permanent NYS Certification Reading;
- Commitment to the high levels of success for all learners;
- Minimum of 10 years successful experience as a Reading Teacher, preferably in a K-6 setting;
- A demonstrated commitment to DDI;
- A demonstrated commitment to the RtI process;
- Demonstrated knowledge and training in multiple reading interventions including Wilson/Fundations, Fountas & Pinnell, Leveled Literacy Intervention and other specialized programs;
- Ability to model practices successfully in classrooms for colleagues or students;
- Ability to work with colleagues in a supportive, non-judgmental manner in providing instruction in reading interventions and reading strategies;
- Flexibility for a hybrid position;
- Ability to work well with students;

- Ability to effectively use diagnostics and monitor progress to ensure that students are making necessary progress.
- iv. Describe the process and identify the formal LEA/school mechanisms that enable all instructional staff to be screened, selected, retained, transferred, and/or recruited. Identify any barriers or obstacles to assigning the appropriate staff as required by the model and new school design, as well as strategies for overcoming them.

Screened - The implementation of the APPR has put in place a more structured, balanced and objective teacher evaluation process. This data can be helpful to determine specifically what training, coaching, or modeling teachers need as part of their Teacher Improvement Plan (TIP) to remain on the Lincoln Faculty.

Retaining, Transferring, Selecting - The Principal has the decision whether or not to retain a teacher on staff, or to accept requests for transfers in or out of the school. There are provisions in the SFT Contract for both voluntary and involuntary requests.

Recruiting - The Human Resources Department typically conducts recruitment efforts on behalf of the district. However, CASDA may be of assistance in targeted recruitment efforts for Lincoln through their extensive connections with area schools and the University at Albany.

Barriers - No Barriers are anticipated at this time. All current faculty members are committed to supporting Lincoln as a Community School committed to the academic success of its students.

F. Partnerships

The LEA/school must be able to establish effective partnerships for areas where the LEA/school lacks specific capacity on their own to deliver. The external partnership/s may vary in terms of role and relationship to the governance of the school. For example the type and nature of educational partner may range from a community-based organization providing wrap-around services with no formal governance functions to an Education Management Organization (EMO) that has a direct role in governing the school. In either case, the partnerships articulated in this section should be those that are critical to the successful implementation of the school. LEA/schools are encouraged to have a few targeted and purposeful partnerships with a shared goal of college and career readiness, rather than a large variety of disconnected partner groups/services with multiple goals. For partnerships selected to support the implementation of the SIG plan, the LEA/school must provide a response to each of the following elements:

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

Key Partners for Lincoln Community School SIG Implementation

Partner	Role	Rationale
Lead Partner: Capital Area School Development Association (CASDA)	<p>Provide coaching to the Lincoln Teaching and Learning Coach to create and align rigorous lesson plans with CCLS, analyzing formative and summative data.</p> <p>Provide embedded targeted coaching for teachers on student engagement, differentiated instruction, higher level thinking aligned with CCLS.</p> <p>Facilitate instructional study groups to raise teacher's knowledge of reading instruction in CCLS; phonics, reading comprehension-close reading of text, emphasis on NYS Standards, Support Extended Day Learning Program and Summer Academy with Project-Based Learning aligned with CCLS, emphasis on rigorous, engagement.</p> <p>Provide leadership at Site-Based Leadership Team to monitor</p>	<p>There are achievement gaps evident across grades and student sub groups. Teachers need support in gaining the skills to close those achievement gaps.</p> <p>CASDA has a stellar reputation for supporting systemic transformational change in schools and districts in Eastern New York State. CASDA has the expertise to provide Professional Development to faculty and staff so that they may develop the skills to improve student achievement.</p> <p>Additionally, CASDA's expertise will support site-based leadership development to engage all stakeholders in the community school model.</p>

	<p>progress, evaluate results and make decisions regarding school improvement goals in the SECEP.</p> <p>Provide targeted training for teachers using the Community Problem Solving model to raise levels of student self-discipline/regulation.</p> <p>Provide training to Paraprofessionals to support student self-regulation and discipline and to create a safe environment, using the CPS model and other best practices.</p> <p>Provide coaching for the Parent Empowerment Leader to develop the following models of practice; home visits, establishing effective working relationships with parents and the Epstein Model of parent engagement training (core group of parents are taught skills to engage other parents) to increase parent engagement</p> <p>Provide evaluation of Extended Day Program in Year 1 and in Year 2 and 3; evaluate Extended Day Summer Program, Regular Day Student Achievement and Student Discipline.</p>	
Northeast Parent and Child Society (Child Guidance)	To provide a .5 FTE Masters Level Counselor.	Due to generational poverty and community violence, Lincoln students have a high need for mental health counseling services. NEPCS has an outstanding track record providing high quality counseling services to programs in the District, serving the needs of youth for more than 100 years. NEPCS

		will work toward developing a self-sustaining model for counseling services using Medicaid and insurance reimbursement.
Boys & Girls Club of Schenectady	Provide Extended Day Programs.	Lincoln's students need additional time to develop academic skills beyond the traditional day. The Boys & Girls Club has worked with the district providing high quality extended day programs in schools throughout the district. Additionally, the B&G Club has an outstanding reputation for providing youth development programs to help students to develop. The Boys & Girls Club has been providing youth programming in Schenectady for nearly 80 years.

- ii. Complete the Evidence of Partner Effectiveness Chart (Attachment C). This evidence should be able to be validated by an external source that each partner organization selected has a proven track-record of success in implementing school turnaround strategies that result in measured and timely successes with respect to the school's needs.

See Attached.

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

Each program provider will receive a

All external providers will have clear contracts with performance indicators and deliverables. All contracts give the District the right to terminate contractual services with 30 day notice. This is done in the case of services not being adequate for District needs. Additionally, each contract is for a one year period only. Contracts are only renewed if performance indicators and deliverables are met on schedule. In the case that a contract is terminated or not renewed, a proposal for services will be released to solicit other proposals from similar providers.

Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner- services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
Capital Area School Development Association (CASDA) Dr. James Butterworth, Executive Director 518.512.5198 jbutterworth@casdanv.org The services provided are designed to ensure sustainability and student success within a Community Schools Model including; embedded targeted coaching for teachers on student engagement, differentiated instruction, literacy and the Common Core Learning Standards, and teaching within the Extended Day Program using Project Based Learning. CASDA will provide support and build sustainability for the Building Site Based Leadership Team, coaching for the Curriculum and Instruction Coach at Lincoln, coaching for the Parent Empowerment Coach. CASDA will provide targeted training for teachers regarding the Collaborative Problem Solving approach to help students gain self discipline. CASDA will provide a complete program evaluation including the Extended Day and Summer program to measure impact on student achievement and student self discipline	<ol style="list-style-type: none"> 1. Lincoln Elementary School 2. Hamilton Elementary School 3. Hartford Central School District 4. Argyle Central School District 5. Hudson City School District 6. Troy City School District 7. Kingston City School District 8. Greater Amsterdam School District 9. Guilderland Central School District 10. 	<ol style="list-style-type: none"> 1. Laurence T. Spring, Superintendent 2. Laurence T. Spring, Superintendent, Michelle Vanderlinden, Principal 3. Andrew Cook, Superintendent 4. Jan Jehring, Superintendent 5. Marie Suttmeier, Superintendent 6. John Carmello, Superintendent 7. Paul Padalino, Superintendent 8. Thomas Perillo, Superintendent 9. Marie Wiles, Superintendent 10.
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner- services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)

Lincoln Community School Evaluation

March 2015

Jennifer Bashant, Casda

FREQUENCY TABLE: 2013 & 2014 ELA Scaled Score Change

	Change in Score	Overall # Students	Ext Day	No Ext Day
↓	76-100 points	1	0	1
↓	51-75 points	2	0	2
↓	26-50 points	8	3	5
↓	1-25 points	28	6	22
	Remained the same	0	0	0
↑	1-25 points	16	8	8
↑	26-50 points	7	2	5
↑	51-75 points	0	0	0
↑	76-100	0	0	0
		X=-5.58	X=-2.68	X=-7.41
		N=62	n=19	n=43
		Pearson's R = 46.473, p≤.05		

SUMMARY TABLE: 2013 & 2014 ELA Scaled Score Change

	Overall	Students	Ext	Day	No	Ext	Day
	# students	%	# students	%	# students	%	%
Improved	23	37%	10	53%	13	30%	30%
Worse	39	63%	9	47%	30	70%	70%

SUMMARY TABLE: 2013 & 2014 ELA Performance Level Change

Level Change	Overall		Students		Ext		Day		No		Ext	
	# students	%	# students	%	# students	%	# students	%	# students	%	# students	%
-1	11	18%	4	21%	7	16%						
0	41	65%	9	47%	32	74%						
+1	9	15%	5	27%	4	10%						
+2	1	2%	1	5%	0	0						
	N=62		n=19		n=43							
	X=0		X=.16		X=-.07							
	Std dev=.627		Std dev=.834		Std dev=.507							

SUMMARY TABLE: 2013 & 2014 Math Performance Level Change

Level Change	Overall		Students		Ext		Day		No		Ext	
	# students	%	# students	%	# students	%	# students	%	# students	%	# students	%
-1	4	6%	1	4%	3	7%						
0	56	83%	20	83%	36	84%						
+1	7	11%	3	13%	4	9%						
	N=67		n=24		n=43							
	X=.04		X=.08		X=.02							

FREQUENCY TABLE: 2013 & 2014 Math Scaled Score Change

Change in Score	Overall # Students	Ext Day	No Ext Day
↓ 76-100 points	1	0	1
↓ 51-75 points	1	0	1
↓ 26-50 points	4	2	2
↓ 1-25 points	25	6	19
Remained the same	2	0	2
↑ 1-25 points	24	9	5
↑ 26-50 points	9	3	6
↑ 51-75 points	1	0	1
↑ 76-100	0	0	0
	X=.835	X=4.8	X=-.85
	N=67	n=20	n=47

Pearson's R = 43.52, not significant

SUMMARY TABLE: 2013 & 2014 Math Scaled Score Change

	Overall Students		Ext Day		No Ext Day	
	# students	%	# students	%	# students	%
Improved	34	51%	12	60%	12	26%
Worse	33	49%	8	40%	35	74%

2013/2014 Change in ELA Level By Participation in 2013 Summer Learning Academy and 2013-14 Extended Day Program

ELA Level	No Summer, No Change	Ext Day ONLY	Summer AND Ext Day	Total
-1	4	1	0	5
0	22	7	0	29
1	4	0	2	6
Total	30	8	2	40

Pearson's R = 12.857, $p \leq .01$

The Morgan and Jinks Perceived Academic Self-Efficacy Inventory was administered for the first time by teachers to Lincoln students (grades two through six) participating in the 2013 Summer Learning Academy. The survey was administered for the second time to all students in grades two through six in February 2015. This Self-Efficacy inventory was developed by Vicky Morgan and Jerry Jinks, both professors in the Department of Curriculum and Instruction at Illinois State University. This inventory, which is both reliable (overall alpha coefficient = .82) and valid, was designed to help educators and researchers gain insight into children's perceptions of their own self-efficacy regarding academic performance. One's beliefs about his or her own academic abilities has been shown to be correlated with academic performance. This body of research is grounded in Bandura's learning theory which states that, "individuals develop general anticipation regarding cause and effect based on their experiences. Furthermore, he suggests that individuals develop particular beliefs about their ability to cope with situation-specific contexts (ie, math, reading, writing)." As a result, it is believed that students with high self-efficacy will try different strategies and persevere with challenging tasks. Students who doubt their ability will often give up on learning if early efforts are not successful (Schunk, 1984). This data can be valuable for teachers in terms of motivating underachieving students and for understanding both the class as a whole, as well as individual students in the class.

The full Self-Efficacy Inventory is comprised of four subscales: talent, effort, task difficulty and context. However, a 17 item, abbreviated version was used at Hamilton Elementary School which included only the effort and context subscales. All items used a Likert response with four choices: Really agree, Kind of Agree, Kind of disagree and Really disagree. This informal language was chosen by Morgan and Jinks because it is more consistent with children's language patterns and more easily understood.

Self-efficacy can be developed and strengthened. Enactive attainment, or recognizing that achievement has come as a result of personal performance, is the most powerful source of self-efficacy. This inventory was selected for use in Lincoln Community School as a means of evaluating the impact of the community school transformation, and this report will illustrate a comparison between the self-efficacy findings from Summer 2013 and February 2015. It is anticipated that the survey will be administered again school-wide in 2016.

2014-15 Average Scores For Each Item on Self-Efficacy Scale

Grade	Q1 (*1)	Q2 (*4)	Q3 (*1)	Q4 (*1)	Q5 (*1)	Q6 (*1)	Q7 (*4)	Q8 (*4)	Q9 (*4)	Q10 (*4)	Q11 (*4)	Q12 (*1)	Q13 (*1)	Q14 (*1)	Q15 (*4)	Q16 (*1)	Q17 (*4)	# items highest
2	2.15	3.04	1.35	1.62	1.63	1.70	3.11	3.40	3.16	3.13	3.52	1.37	1.27	1.18	2.74	1.30	3.20	2
3	2.30	3.08	1.31	1.91	1.54	1.56	2.81	3.70	3.06	2.81	3.33	1.30	1.49	1.11	3.00	1.32	3.16	4
4	2.50	3.50	1.25	1.40	2.00	1.50	3.56	3.68	3.79	3.21	3.78	1.63	1.42	1.42	2.56	1.37	3.21	3
5	2.52	3.38	1.24	1.86	1.67	1.57	3.76	4.00	3.90	3.86	3.81	1.43	1.14	1.62	2.57	1.38	3.05	4
6	2.71	3.38	1.25	1.75	1.50	1.30	3.52	3.87	3.83	3.13	3.96	1.58	1.08	1.52	2.48	1.58	2.75	4

*denotes highest rating for each item

Summer 2013 Average Scores for Each Item on Self-Efficacy Scale

Grade	Q1 (*1)	Q2 (*4)	Q3 (*1)	Q4 (*1)	Q5 (*1)	Q6 (*1)	Q7 (*4)	Q8 (*4)	Q9 (*4)	Q10 (*4)	Q11 (*4)	Q12 (*1)	Q13 (*1)	Q14 (*1)	Q15 (*4)	Q16 (*1)	Q17 (*4)
3	1.71	2.29	1.43	1.43	1.43	2.29	3.00	2.71	2.29	1.71	2.71	2.00	1.00	1.43	2.00	1.43	2.71
4	2.17	4.00	1.33	1.17	1.83	1.00	4.00	4.00	4.00	3.50	4.00	1.00	1.00	1.00	3.80	1.50	2.67
5	2.67	4.00	1.33	1.33	2.00	2.33	3.00	3.33	3.67	4.00	4.00	1.00	1.50	1.00	3.25	1.00	2.50
6	2.60	4.00	1.00	1.40	1.40	1.40	3.20	4.0	4.0	3.60	3.60	1.80	1.40	1.60	3.20	1.00	3.80

Sum Self-Efficacy Score Difference Between Summer 2013 and Winter 2015 = +.84 (n=19)

2014-15 Average Self-Efficacy Scores for Extended Day and Non-Extended Day Students

Ext Day	Q1 (*1)	Q2 (*4)	Q3 (*1)	Q4 (*1)	Q5 (*1)	Q6 (*1)	Q7 (*4)	Q8 (*4)	Q9 (*4)	Q10 (*4)	Q11 (*4)	Q12 (*1)	Q13 (*1)	Q14 (*1)	Q15 (*4)	Q16 (*1)	Q17 (*4)
Yes	2.43	3.14	1.28	1.98	1.81	1.70	3.18	3.50	3.61	3.32	3.71	1.47	1.40	1.34	2.67	1.50	3.05
No	2.33	3.24	1.30	1.55	1.53	1.46	3.31	3.58	3.30	3.04	3.57	1.40	1.21	1.30	2.73	1.29	3.04

Lincoln Summer Academy 2014

Data Analysis

Jennifer Bashant, PhD

Attendance

# students new to summer academy this year	45
# students two years in summer academy	<u>25</u>
N =	70

Average weekly attendance

Week 1	80%
Week 2	80%
Week 3	73%
Week 4	70%
Week 5	70%

	2013	2014
Average overall attendance	75.71%	72.9%
Total N	77	70

Fountas and Pinelle Assessment

	2013	2014
n =	32	11
No change in score	43.8%	63.6%
Score improved	56% (range +1 to +3 levels)	36.4% (+1 level)

Sight Words Assessment

	2013	2014
n =	26	14 (ave +12 words)
Score improved	96.2%	93% (range +2 to +28 words)
Score remained the same	3%	7%
Score decreased	0%	0%

Phoneme Segmentation Fluency Assessment

	2013	2014
n =	8	14
Score improved	100% (range 6 to 31 points)	93% (range from 2 to 28 points)
Score remained the same	0%	7%

Reading Curriculum-Based Measurement (R-CBM Fluency) is a timed words-per-minute assessment. This assessment was administered for the first time this summer.

	2014
n =	29 (ave +12 points)
Score improved	79.3% (range +2 to +37 points)
Score remained the same	6.9%
Score decreased	13.8% (range -1 to -21)

AIMSweb: The Maze assessment is a reading comprehension test with a multiple-choice response format. The student has three minutes to read and complete the passages silently. This assessment was administered for the first time this summer.

	2014
n =	17 (ave +2.82 points)
Score improved	82.4% (range +1 to +15)
Score decreased	17.6% (range -1 to -14)

Math Computation Assessment: assessments of addition, subtraction, multiplication, and division at the appropriate grade levels, administered in a whole-group format.

	2013	2014
n =	43	29
Score improved	76.7% (range +1 to +10)	72.5% (range +1 to +39)
Score remained the same	0%	3.4%
Score decreased	23% (range -1 to -3)	24.1% (range -1 to -5)

KINDERGARTEN ONLY ASSESSMENTS

Nonsense Word Fluency Assessment

	2014
n = 4	-2 (25%)
	0 (25%)
	5 (25%)
	12 (25%)

Average pre-post change = +3.75; 50% of students improved

Quantity Discrimination Assessment

	2014
n = 4	1 (25%)
	6 (50%)
	21 (25%)

100% of students improved

**Schenectady City School District and Lincoln Elementary School and
CASDA (Capital Area School Development Association),
Lead Partner Organization**

School Improvement Grant Program (Round 6)

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and the roles of the Schenectady City School District and Lincoln Elementary School and CASDA, Lead Partner, to support implementation of an Innovation Framework (Community School), from beginning to end, and can be fully embedded within essential district operation. Together the school community along with, Northeast Parent and Child Society, and the Boys & Girls Club of Schenectady will support Lincoln Elementary School as a Community School effecting student achievement. The purpose of this partnership is to work collaboratively to ensure increasing the likelihood of sustainability and student success served by Community School Model to create new, innovative, high-quality education and wrap-around supports for all Lincoln Elementary School students.

SPECIFIC ROLES AND RESPONSIBILITIES

The partnership of the Schenectady City School District, Lincoln Elementary School
and CASDA, Lead Partner entails the following:

Schenectady City School District agrees to:	CASDA, Lead Partner agrees to:
<ol style="list-style-type: none"> 1. Collaborate with CASDA and other school partners in the planning process; 2. Post program positions according to district policies; 3. Track and collect data required for the SIG grant; 4. Order planned grant supplies and materials in compliance with district policy; 5. Keep the building open for evening and summer programs; 6. Provide custodial services for community school spaces. 	<ol style="list-style-type: none"> 1. Attend Meetings as needed to support implementation of the Lincoln Community School Improvement Grant. 2. Provide coaching to the Lincoln Teaching and Learning Coach to create and align rigorous lesson plans with CCLS, analyzing formative and summative data DTSDE SOP: 3.2, 3.3, 3.5, 4.3, 4.4, 4.5; 3. Provide embedded targeted coaching for teachers on student engagement, differentiated instruction, higher level thinking aligned with CCLS. (200 hrs) DTSDE SOP: 4.2, 4.3, 4.4, 4.5; 4. Facilitate instructional study groups to raise teacher's knowledge of reading instruction in CCLS; phonics, reading comprehension-close reading of text, emphasis on NYS Standards, 1,2. DTSDE SOP: 4.2, 4.3, 4.4, 4.5; 5. Support Extended Day Learning program and summer academy with Project Based Learning aligned with CCLS, emphasis on rigorous, engagement. DTSDE SOP: 4.2, 4.3, 4.4, 4.5, 2.3; 6.. Provide leadership at Site Based Leadership Team to monitor progress, evaluate results and make decisions regarding school improvement goals in the SECEP. DTSDE SOP: 2.2, 3.2, 3.3; 7. Provide targeted training for teachers using the Community Problem Solving model to raise levels of

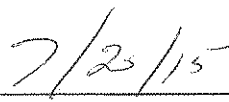
	<p>student self-discipline/regulation. DTSDE SOP: 2.3, tenet 5;</p> <p>8. Provide training to Paraprofessionals to support student self-regulation and discipline and to create a safe environment, using the CPS model and other best practices Tenet 5;</p> <p>9. Provide coaching for the Parent Empowerment Leader to develop the following models of practice; home visits, establishing effective working relationships with parents and the Epstein Model of parent engagement training (core group of parents are taught skills to engage other parents) to increase parent engagement – SCEP goal. Tenet 6; and</p> <p>9. Provide evaluation of Extended Day Program in Year 1 and in year 2,3, Evaluate Ext Day Summer Program, Regular Day student achievement and student discipline..</p>
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It is understood and agreed that CASDA will be paid \$137.50 per hour not to exceed 307 hours from September 1, 2015 to June 30, 2016, for implementation of the Lincoln School Improvement Grant. Funding has been budgeted for \$42,000 for the period of September 1, 2015 to June 30, 2016 with subsequent years to be negotiated based on needs and funding availability.

Funds will be paid quarterly upon receipt of invoice detailing scope of work performed and data reporting for the period.

Schenectady City School District


 Laurence T. Spring, Superintendent of Schools


 Date

Capital Area School Development Association (CASDA)


 James Butterworth, Executive Director


 Date

**Schenectady City School District and Lincoln Elementary School and
Boys & Girls Club of Schenectady, Partner Organization**

School Improvement Grant Program (Round 6)

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and the roles of the Schenectady City School District and Lincoln Elementary School and the Boys & Girls Club of Schenectady to support implementation of an Innovation Framework (Community School), from beginning to end, and can be fully embedded within essential district operation. Together the school community along with CASDA (Lead Partner) and Northeast Parent and Child Society will support Lincoln Elementary School as a Community School effecting student achievement. The purpose of this partnership is to work collaboratively to ensure increasing the likelihood of sustainability and student success served by Community School Model to create new, innovative, high-quality education and wrap-around supports for all Lincoln Elementary School students.

SPECIFIC ROLES AND RESPONSIBILITIES

The partnership of the Schenectady City School District, Lincoln Elementary School
and the Boys& Girls Club of Schenectady entails the following:

Schenectady City School District agrees to:	Boys& Girls Club of Schenectady agrees to:
<ol style="list-style-type: none">1. Collaborate with the Boys & Girls Club and other school partners in the planning process;2. Provide NYS Certified teachers for Academic Support during the Extended Day Program;3. Track and collect data required for the SIG grant;4. Keep the building open for evening and summer programs;5. Provide custodial services for community school spaces.	<ol style="list-style-type: none">1. Operate an Extended Day Program at Lincoln with a range of learning and youth development options, <u>Staffing will include: A site leader and three program specialists.</u>

Contingent upon full program funding The Boys & Girls Club of Schenectady will be paid \$30,000 from September 1, 2015 to June 30, 2016 with subsequent years to be negotiated based on needs and funding availability.

**Schenectady City School District and Lincoln Elementary School and
Northeast Parent and Child Society, Partner Organization**

School Improvement Grant Program (Round 6)

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and the roles of the Schenectady City School District and Lincoln Elementary School and the Northeast Parent and Child Society to support implementation of an Innovation Framework (Community School), from beginning to end and can be fully embedded within essential district operation. Together the school community along with CASDA (Lead Partner) and Boys & Girls Club of Schenectady will support Lincoln Elementary School as a Community School effecting student achievement. The purpose of this partnership is to work collaboratively to ensure increasing the likelihood of sustainability and student success served by Community School Model to create new, innovative, high-quality education and wrap-around supports for all Lincoln Elementary School students.

SPECIFIC ROLES AND RESPONSIBILITIES

The partnership of the Schenectady City School District, Lincoln Elementary School
and Northeast Parent and Child Society, entails the following:


Schenectady City School District agrees to:	Northeast parent and Child Society agrees to:
<p>1. Collaborate with Northeast Parent and Child Society and other school partners in the planning process;</p> <p>2. Facilitate the minor renovation of space to implement the Community School Model, ensuring that the space meets all applicable regulations and codes;</p> <p>4. Track and collect data required for the SIG grant;</p> <p>5. Keep the building open for evening and summer programs;</p> <p>7. Provide custodial services for community school spaces.</p>	<p>1. Meet all NYS Health Department regulations and compliance monitoring requirements for school-based health services;</p> <p>2. In collaboration with the SCSD and Lincoln Elementary School, establish and follow accepted protocols for enrolling students in Grades K-6 for school-based mental health services;</p> <p>3. Provide a .5 FTE Master's-level therapist for the Lincoln Elementary School-Based Health Clinic with appropriate training and clinical supervision during Program Year 1;</p> <p>4. Provide treatment that is focused on addressing issues that have been identified during the assessment process for the purpose of improving daily functioning. Employ evidenced-based practices with great emphasis placed on strength-based and family systems modalities to treatment. Provide education, communication and skill-building techniques as part of treatment. Therapists will utilize their knowledge of children/adolescents, family development, and systems theory to create interventions that will focus on building strengths of the individual family members, as well as address barriers that inhibit the overall functioning of the family;</p> <p>5. Maintain an adequate caseload to allow for learning of</p>

	<p>evidenced-based interventions to improve outcomes;</p> <p>7. Accept all appropriate referrals regardless of their ability to qualify for third-party reimbursement;</p> <p>8. In collaboration with the school district, use the grant period to develop a financially-viable model for maintaining school-based mental health services to continue after the expiration of grant funds;</p> <p>9. Participate in bi-weekly school-based leadership team meetings and monthly advisory council meetings;</p>
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Contingent upon full program funding Northeast Parent and Child Society will be paid \$37,021 from September 1 2015 to June 30, 2016 with subsequent years to be negotiated based on need and funding availability for the implementation of the Lincoln School Improvement Grant Program.

Funds will be paid quarterly upon receipt of invoice detailing scope of work performed and data reporting for the period.

Schenectady City School District


 Laurence T. Spring, Superintendent of Schools

7/20/15
 Date

Northeast Parent and Child Society


 John Hanley, President and CEO

7/17/15
 Date

G. Organizational Plan

The LEA/school must provide a sound plan for how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders. The organizational plan must contain the following elements:

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

See Attached

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

The Principal is the Instructional Leader and will focus on the academic needs of the students. The newly selected will need to make academic achievement the main priority for Lincoln Community School. The new principal will be highly visible getting to know all students, staff and faculty.

Walkthroughs are a key aspect of instructional improvement. If a principal sees that curriculum, instruction or classroom needs improvement it is his or her job to ensure that teachers get the support that they need. These supports include: CASDA Faculty, the Instructional Coach, the Behavior/Instruction Coach, and the Reading Specialist. In addition to walk-throughs, the principal and other key staff are engaged in regular collaborative meetings to ensure that all aspects of day to day operations are run well. Please See the following Schedule of collaborative meetings:

Lincoln Building Meetings

Type of Meeting	Frequency	Stakeholders	Outcomes
Faculty	Monthly	Teachers	News, updates, PD
Professional Learning Community	Daily	Grade-level teachers	Data analysis, grouping of students, lesson planning
Intervention Team	Bi-weekly	Principal, CIC, Reading Specialists, Intervention Specialist, Community School Coordinator	Evaluation of progress monitoring results for interventions for Tier 2 and Tier 3 students

Coach	Weekly	Principal, CIC	Evaluation of results of principal classroom walkthroughs and evaluation of Tier 1 core classroom instruction
Vertical Team	Bi-weekly	Grades K-2 teachers and Grades 3-6 teachers	PD, information sharing on curriculum progression
PTO	Monthly	Parents, teachers, administration	Data analysis, event planning
Principal's Coffee Chat	Monthly	Principal, Family Empowerment Facilitator, parents	Question and answer session based on parent concerns and interests
Community School	Bi-weekly	Principal, CSC, FEF	News, updates, partner evaluation, implementation monitoring
School Based Support Team (SBST)	Weekly	Principal, Psychologist, teachers, parents, specialists, FEF, Child Guidance	Analysis and recommendations with regard to struggling students
Building Leadership Team (BLT)	As needed (approx. 6 times/yr)	Principal, CSC, CIC, FEF, teachers	Preparation, implementation, and monitoring of DTSDE, SCEP
School Based Leadership Team (SBLT)	Bi-monthly	BLT, parents, partners	Analysis of results, monitoring of implementation, decision-making and course adjustments with respect to implementation
Advisory Council	Quarterly	SBLT, additional community partners	Data sharing, resource planning, sharing of best practices
Culture & Climate Team	Approx. 7 meetings/yr	Principal, CSC, FEF, Psychologist, Social Worker, partners	Analysis of discipline data, decisions with respect to behavior

			management, monitoring of implementation of Collaborative Problem-Solving model of behavior management
Student Council	Monthly	4G, 5G, and 6G students w/ faculty advisors	Event planning, problem-solving with respect to student concerns
Paraprofessional	Monthly	Principal, paraprofessionals	PD, updates, information sharing, data analysis
APPR	Per mandated schedule	Principal, individual teachers	Pre-observation, post-observation, binder review

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

Summary of APPR Process

All Classroom Teachers

- Pre-SLO Administered in September
- Post SLO Administered in May or June Depending On Subject.

Tenured Teachers (2 classroom observations by principal and/or subject are coordinator)

1st Classroom Observation – Formal Observation

- Between Oct. 15 & March 15th - Includes pre-conference & post conference
- Pre-conference – up to 7 school days before observation
- Post conference – up to 7 school days after observation

2nd Classroom Observation – Informal Observation & Unannounced

- Should occur no sooner than 5 school days after the post conference, but within 20 school days of the post conference
- Evidence shared with teacher in a modified post conference

Special Notes

- *No classroom observations* – 2 school days before or 2 school days after school recesses, and 1 school day before or 1 school day after a school holiday
- These days – not counted toward the 20 school days listed above
- Teachers can request additional focused observations

- Observations screened through the NYSUT rubric
- Highest score recorded from all classroom observations and visits will be used in the final score
- All observations must be completed by May 1st.

Teachers on Probation

(Classroom observations by principal and/or subject are coordinator- 2 formal, 1 informal)

Formal Classroom Observation

1st Classroom Observation – *Formal Observation*

- Between October 1 & December 1
- Includes pre-conference & post conference
- Pre-conference – up to 7 school days before observation
- Post conference – up to 7 school days after observation
- 2nd Classroom Observation – *Formal Observation*
- Date – Mutually agreed upon
- Must take place during the 2nd Semester

Informal, Unannounced Observation

- *Informal Observation & Unannounced*
- Evidence shared with teacher in a modified post conference

Special Notes

- There should be at least 15 school days between classroom observations
- ***No classroom observations*** – 2 school days before or 2 school days after school recesses, and 1 school day before or 1 school day after a school holiday
- These days – not counted toward the 20 school days listed above
- Teachers can request additional focused observations
- Observations screened through the NYSUT rubric
- Highest score recorded from all classroom observations and visits will be used in the final score.
- Classroom observations Completed by April 1st. Notice of Tenure Recommendation or Reappointment will be made by May 1st.

All Teachers

- ✓ A year end session will be conducted to:
 - Review and discuss any additional evidence submitted
 - Review, discuss and score all elements covered by the 60 points
 - As a part of this session the parties should jointly develop the list of elements that will be the focus on the evaluation process for the next school year
- ✓ To the extent possible, final conferences should be completed by May 31st
- ✓ Special Notes

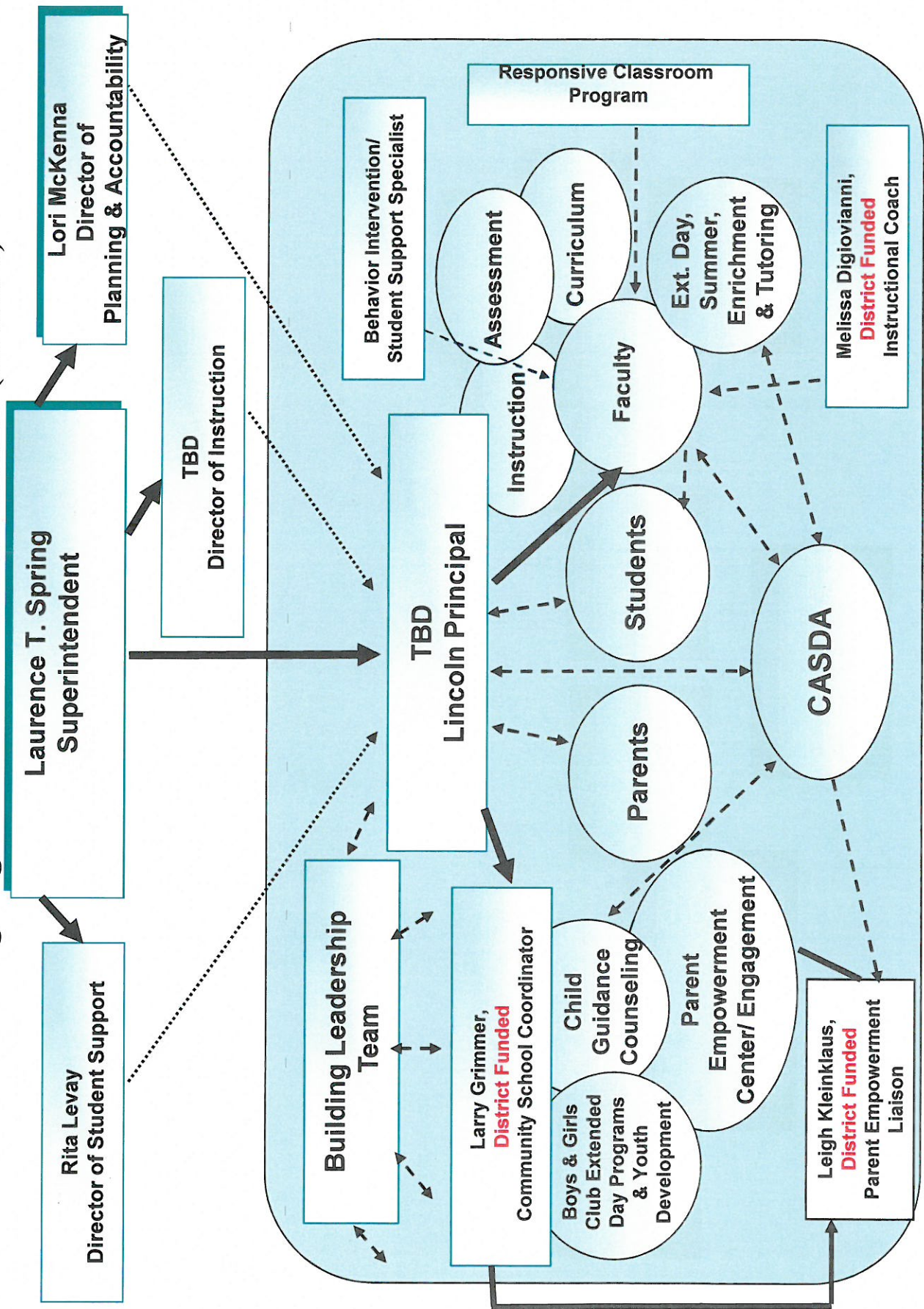
- **For Tenured Teachers** – When the formal classroom observation was not conducted by the principal but another trained administrator, that evaluator shall be present
- **For Teachers on Probation** – all parties involved in that teacher's evaluation shall be present
- HEDI Scores Delivered by principal by the end the school year
- Full APPR Scores available by the end of August once NYS Test Scores are available
- Teacher Improvement Plans (if applicable) must be in place within 10 days of the start of the school year.

The principal is the Educational Leader in the school and as such is responsible for school level implementation of APPR. The Principal is responsible for scheduling, conducting and reporting the results of the pre-observation conferences, classroom observations, and post-observation conferences. The Principal will report these results to the Office of Planning and Accountability where the results for each teaching professional will be compiled along with scores from NYSED Assessments and local measures.

- iv. Provide a full calendar schedule of the events listed in "iii" for the 2015-2016 school year that reaches all instructional personnel who will staff the building.

See Attached

Building Organizational Chart Lincoln SIG (Round 6)



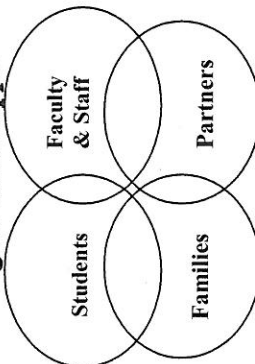
Lincoln Community School Model

High Quality Instruction and Curriculum Aligned to CCLS

Professional Development
Daily Professional Learning
Communities
Embedded Coaching
PD All Teachers
PD All Support Staff

Mentoring/Tutoring
Volunteer Reading Tutors
Corporate Mentors
College Mentors
Community and Faith-Based Mentors

Strengths-based Approach



Caring Adults

Behavioral Health & Mental Health
Onsite services for students & families
Early MH screening
Self-Management
Social Emotional Development

Responsive Classroom Program

Responsive Classroom Program

College and Career Ready

Extended Day/Year
Tiered Educ. Support
Literacy Development
Enrichment
Youth Development
College and Career Exploration
Fitness & Wellness
Nutrition

Community Linkages for Strong Families
Food Security
Child Care
Pre-School & Head Start
Economic Security
Housing/Homeownership
Other Needs

Engaged Families

Family Empowerment Center
Parent Engagement
Enhancing Family Strengths
Family Literacy
Pre-school Resources
Parenting Skills Enhancement

CASDA Educational and Leadership Improvement

2015 OCTOBER

CALENDAR YEAR / MONTH

MONDAY

1st Day of Week

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
28	29	30	01	02	03	04
05	06 K-Pre-Conference 6th Grade Walkthroughs	07 K-Formal Observation 5/6 Grade Walkthroughs	08 K-Pre-Conference 4th Grade Walkthroughs	09 K-Formal Observation 4th Grade Walkthroughs	10	11
12	13 1st Pre-Conference 3rd Grade Walkthroughs	14 K-Post Conference 3rd Grade Walkthroughs	15 1st Formal Observation 2nd Grade Walkthroughs	16 K-Post Conference 2nd Grade Walkthroughs	17	18
19	20 1st Post-Conference 6th Grade Walkthroughs	21 1st Pre-Conference 5/6 Gr. Walkthroughs	22 1st Formal Observation 4th Gr. Walkthroughs	23 2nd Pre-Observation 4th Gr. Walkthroughs	24	25
26	27 2nd Formal Observation K Walkthroughs	28 1st Post-Conference K Walkthroughs	29 PK Walkthroughs 1st Grade Walkthroughs	30 2nd Post-Observation 1st Grade Walkthroughs	31	01
02	03	04	05	06	07	08

2016 JANUARY

MONDAY
FIRST DAY OF WEEK

CALENDAR YEAR / MONTH

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
28	29	30	31	01	02	03
04	05	06	07	08	09	10
7:00-7:45 am: Tabares		1:30 pm: Lashway		1:15 pm: Iannotti		
11	12	13	14	15	16	17
11:00 am: Iannotti	9:30 am: Lashway	12:00 pm: Darcey-504's		7:30 am: Lamica-Post 9:00 am: Arket-Post		
18	19	20	21	22	23	24
	7:30 am: Devery 11:00 am: M. France		8:00 am: Iannotti-Post	7:30 am: Lashway-APPR 8:30 am: M. France 9:30 am: Devery		
25	26	27	28	29	30	31
			7:30 am: Walton 10:30 am: Fox			
01	02	03	04	05	06	07

2016 FEBRUARY

MONDAY
FIRST DAY OF WEEK

CALENDAR YEAR / MONTH

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
01 9:00 am: Tabares- Informal 11:30 am: Devery Post	02	03 9:00 am: Kumar-Pre	04 11:10 am: M. France	05 8:30 am: Devery-Post 1:15 pm: Tabares	06	07
08 11:00 am: Fox 1:00 pm: Iannotti-Pre	09 11:00 am: Fox 1:00 pm: Iannotti-Pre	10 7:30 am: Iannotti-Pre 8:15 am: Iannotti 1:15 pm: Masterson	11 8:30 am: Kumar 1:00 pm: M. France	12 8:30 am: S. France - Pre- Conf	13	14
15	16	17	18	19	20	21
22	23	24	25 8:30 AM: Duffresne	26 9:55 am: S. France 2:15 pm: Rakus Pre-obs	27	28
29	01	02	03	04	05	06
07	08	09	10	11	12	13

2016 MARCH

MONDAY
FIRST DAY OF WEEK

CALENDAR YEAR / MONTH

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
24 10:30 am: Harrell - Pre-Conf.	01 8:30 am: Rakus Formal	02 7:00 am: Harrell - Pre-Conf.	03 8:30 am: Lashway 11:00 am: M. France	04 8:15 am: Iannotti-Post 10:00 am: Masterson - Informal	05	06
07 10:45: Masterson 1:30 pm: Kumar - Post	08 10:00 am: Hebert - PRE 11:00 am: Dufresne	09 8:30 am: S. France - Post 11:00 am: Devery	10 9:45 am: Hebert Formal	11 7:00 am: Devery 8:30am: Harrell 9:00 am: Rakus 10:00 am: Devery-Post	12	13
14 10:10 am: Kosloski 11:00 am: Harrell - Post	15	16 7:30 am: Younkin-PRE	17 9:30 am: Younkin	18	19	20
21	22 7:30 am: Harrell- Post	23 8:30 am: Kumar 9:30 am: Breen	24 8:20 am: Dufresne	25 Good Friday	26	27
28	29 7:30 am: Lashway-Post 8:45 am: Merrill 3:00 pm: Kosloski-Post	30	31	01	02	03
04	05	06	07	08	09	10

2016 APRIL

CALENDAR YEAR / MONTH

MONDAY
FIRST DAY OF WEEK

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
28	29	30	31	01	02	03
04	05	06	07	08 1:30 pm: Kumar-Post 2:30 pm: Breen-Post	09	10
11	12	13	14	15 11:15 am: Hebert 1:15 pm: Dufresne	16	17
7:30 am: Kumar-Post	8:15 am: Devery Post 1:15 pm: Hebert				23	24
18	19	20	21	22		
9:00 am: Walton	8:30 am: Zebrowski		10:00 am: Merrill-Post			
25	26	27	28	29	30	01
02	03	04	05	06	07	08

2016 MAY

CALENDAR YEAR / MONTH

MONDAY
FIRST DAY OF WEEK

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
25	26	27	28	29	30	01
02	03	04	05	06 8:40 am: Younkin-Post	07	08
09	10	11	12	13	14	15
	7:30 am: Walton-Post	9:00 am: Countryman- Formal				
16	17	18	19	20	21	22
10:15 am: Countryman		8:30 am: Breen-Post	8:45 am: Younkin-Post			
23	24	25	26	27	28	29
			9:00 am: Countryman			
30	31	01	02	03	04	05
No School						

2016 JUNE

CALENDAR YEAR / MONTH

MONDAY
FIRST DAY OF WEEK

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
30	31	01 6:30 am: Para Evaluations	02	03	04	05
06	07 8:30 am: Clift - Post	08	09 8:30 am: Countryman	10	11	12
13 8:45 am: Rush-Binder 9:30 am: Kumar-Binder	14	15	16 9:00 am: Dufresne 9:30am: Countryman	17 8:30 am: Lashway	18	19
20 8:20 am: Breen-Binder 9:00 am: Masterson	21 8:15 am: Younkin-Binder	22	23	24	25	26
27	28	29	30	01	02	03
04	05	06	07	08	09	10

Period	M	T	W	R	F	Minutes Required By Grade Level					
							K	1	2	3	4-5
1 (8:10 - 8:20)				PE1			50 min/day	40 min/day	30 min/day	20 min/day	
2 (8:20 - 8:30)				PE2	Phonics/PA	Legend					
3 (8:30 - 8:40)	Phonics/PA	Phonics/PA	Phonics/PA	PE1	Phonics/PA	Phonics/PA		40 min/day	50 min/day	60 min/day	60 min/day
4 (8:40 - 8:50)	Phonics/PA	Phonics/PA	Phonics/PA	PE2	Phonics/PA	Guided Reading		40 min/day	50 min/day	60 min/day	60 min/day
5 (8:50 - 9:00)	Phonics/PA	Phonics/PA	Phonics/PA	Phonics/PA	Phonics/PA	ELA/Writing		60 min/day	70 min/day	70 min/day	150 min/wk
6 (9:00 - 9:10)	Guided Reading	Guided Reading	Guided Reading	Phonics/PA	Phonics/PA	Math	60 min/day				
7 (9:10 - 9:20)	Guided Reading	Guided Reading	Guided Reading	Phonics/PA	Guided Reading	Lunch	50 min/day				
8 (9:20 - 9:30)	Guided Reading	Guided Reading	Guided Reading	Phonics/PA	Guided Reading	Science	100 min/week				
9 (9:30 - 9:40)	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Social Studies	100 min/week				
10 (9:40 - 9:50)	Guided Reading	Guided Reading	Guided Reading	Guided Reading	ELA/Writing	PE1	40 min 2x/week				
11 (9:50 - 10:00)	ELA/Writing	PE1	ELA/Writing	Guided Reading	ELA/Writing	Math	30 min 2x/week				
12 (10:00 - 10:10)	ELA/Writing	PE1	ELA/Writing	Guided Reading	ELA/Writing	Art	60 min 1x/week				

Teacher Name	Staff ID
Countrymen	
Act:	
Mus1:	
Mus2:	
PE1:	
PE2:	
Health:	

Grade(s):	
1st	
2nd	
3rd	
4th	
5th	
6th	

Homeroom	26
Section	2
Big Code	11-UNCOIN

Health Semester:	
Health Start Period:	
Health End Period:	

Period		M	I	W	R	F
1 (8:10 - 8:20)	Social Studies	Science	Art	Science	Science	Science
2 (8:20 - 8:30)	Social Studies	Science	Art	Science	Science	Science
3 (8:30 - 8:40)	Social Studies	Science	Art	Science	Science	Science
4 (8:40 - 8:50)	Social Studies	Science	Art	Science	Science	Science
5 (8:50 - 9:00)	PE1	PE1	PE1	PE1	PE1	PE1
6 (9:00 - 9:10)	PE1	PE1	PE1	PE1	PE1	PE1
7 (9:10 - 9:20)	PE1	PE1	PE1	PE1	PE1	PE1
8 (9:20 - 9:30)	PE1	PE1	PE1	PE1	PE1	PE1
9 (9:30 - 9:40)	PE1	PE1	PE1	PE1	PE1	PE1
10 (9:40 - 9:50)	PE1	PE1	PE1	PE1	PE1	PE1
11 (9:50 - 10:00)	PE1	PE1	PE1	PE1	PE1	PE1
12 (10:00 - 10:10)	PE1	PE1	PE1	PE1	PE1	PE1
13 (10:10 - 10:20)	PE1	PE1	PE1	PE1	PE1	PE1
14 (10:20 - 10:30)	PE1	PE1	PE1	PE1	PE1	PE1
15 (10:30 - 10:40)	PE1	PE1	PE1	PE1	PE1	PE1
16 (10:40 - 10:50)	PE1	PE1	PE1	PE1	PE1	PE1
17 (10:50 - 11:00)	PE1	PE1	PE1	PE1	PE1	PE1
18 (11:00 - 11:10)	PE1	PE1	PE1	PE1	PE1	PE1
19 (11:10 - 11:20)	PE1	PE1	PE1	PE1	PE1	PE1
20 (11:20 - 11:30)	PE1	PE1	PE1	PE1	PE1	PE1
21 (11:30 - 11:40)	PE1	PE1	PE1	PE1	PE1	PE1
22 (11:40 - 11:50)	PE1	PE1	PE1	PE1	PE1	PE1
23 (11:50 - 12:00)	PE1	PE1	PE1	PE1	PE1	PE1
24 (12:00 - 12:10)	PE1	PE1	PE1	PE1	PE1	PE1
25 (12:10 - 12:20)	PE1	PE1	PE1	PE1	PE1	PE1
26 (12:20 - 12:30)	PE1	PE1	PE1	PE1	PE1	PE1
27 (12:30 - 12:40)	PE1	PE1	PE1	PE1	PE1	PE1
28 (12:40 - 12:50)	PE1	PE1	PE1	PE1	PE1	PE1
29 (12:50 - 1:00)	PE1	PE1	PE1	PE1	PE1	PE1
30 (1:00 - 1:10)	PE1	PE1	PE1	PE1	PE1	PE1
31 (1:10 - 1:20)	PE1	PE1	PE1	PE1	PE1	PE1
32 (1:20 - 1:30)	PE1	PE1	PE1	PE1	PE1	PE1
33 (1:30 - 1:40)	PE1	PE1	PE1	PE1	PE1	PE1
34 (1:40 - 1:50)	PE1	PE1	PE1	PE1	PE1	PE1
35 (1:50 - 2:00)	PE1	PE1	PE1	PE1	PE1	PE1
36 (2:00 - 2:10)	PE1	PE1	PE1	PE1	PE1	PE1
37 (2:10 - 2:20)	PE1	PE1	PE1	PE1	PE1	PE1
38 (2:20 - 2:30)	PE1	PE1	PE1	PE1	PE1	PE1

TeacherName	StarID
Classroom	Devery
Art:	
Mus1:	
Mus2:	
PE1:	
PE2:	
Health:	

Grade(s)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
----------	--

Homeroom:	
Section:	
Big Code:	

6th Grade	Health Semester:
	Health Start Period:
	Health End Period:

Lincoln 2015-2016 Family Engagement Events

August:	<ul style="list-style-type: none"> • Pre-Kindergarten, Kindergarten Orientation
September:	
October:	<ul style="list-style-type: none"> • Back to School Night • Dads Bring Your Children to School Day • Parent Teacher Home Visit Project
February:	<ul style="list-style-type: none"> • Parent Information Night
April:	<ul style="list-style-type: none"> • Family Dance
May:	<ul style="list-style-type: none"> • Parent Teacher Home Visit Project
June:	<ul style="list-style-type: none"> • Family Walk, Run & BBQ
Monthly Events:	<ul style="list-style-type: none"> • Lip Sync • Awards Ceremony, Moving Up/Graduation
	<ul style="list-style-type: none"> • Parenting workshops (Partnership with Bigelow Corners) • Parent Teacher Organization Meetings (3rd Wednesday) • Principal Coffee Chats

** Specific dates and other events to be decided by organizing committees.

H. Educational Plan

The LEA/school must provide an educationally sound and comprehensive educational plan for the school. The LEA/school must provide a detailed educational plan with a description of each of the following elements:

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

The District has invested funding and resources in curriculum planning and development over the past three years. The District first engaged with the University of Pittsburgh's Institute for Learning (IFL) literacy professional development for grades 4-12. Last year the SCSD was awarded a US DoEd Innovative Approaches to Literacy Grant to address the literacy needs of children from Birth through Grade 3 allowing curriculum work with IFL to expand to Grades K-3.

IFL's work with districts and schools is rooted in a *theory of education* about knowledge, competence, instruction, and how children learn; a *theory of organizational change* about educational organizations and increasing human and social capital; and *theory of action* that considers the contexts of classrooms, schools and districts and the challenges of providing high quality teaching and learning for all of their students. IFL provided a curriculum-based, instructionally focused literacy improvement strategy that increases the capacity of teachers to provide CCLS-aligned, "high cognitive demand" teaching and learning. At the heart of the strategy is a professional development system that supports the work of teachers and principals as they implement rigorous units and lessons with their students to improve literacy.

IFL, in collaboration with SCSD leadership, selectively and strategically "seeded" the existing curriculum in ELA with model units that are aligned to the Common Core Learning Standards (CCLS), the New York State Assessments. These are designed as models of high quality curricula, but primarily as tools for supporting teachers in aligning their pedagogy with cognitively demanding tasks, texts, and talk in ways that effectively scaffold student learning of the content. These units include pedagogical routines, embedded formative and summative assessments, and explicit supports for ELA from Kindergarten to Grade 3.

This work with IFL was incorporated into the Comprehensive K-3 Literacy Development Plan developed by the District in partnership with the District Management Council. .

A Systematic Literacy Program includes the five pillars of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Students need direct, explicit instruction of skills and ample time to apply skills during authentic reading and writing opportunities. Students read on a variety of levels and experience texts at both instructional and challenging levels. Systematic literacy instruction is a multi-faceted process, which involves teachers planning assessment-based instruction that incorporates research-based practice. The goal of a systematic literacy approach is developing lifelong readers and writers.

In systematic reading instruction, students are taught – explicitly, systematically and consistently – how to understand and use the structure of language, how to construct meaning from various texts and how to convey that meaning orally or in written form. Students read alone, are read to, and read with others daily. A variety of language experiences help students grow their language development and connect oral and written language.

Characteristics of a Systematic Literacy Approach

- Comprehensive, systematic approach – including all components of reading and writing instruction;
- Fiction and non-fiction texts are at the heart of the program; students have opportunities to apply literacy strategies in meaningful texts/tasks in a variety of opportunities;
- Oral language plays a crucial role in the development of literacy for students in areas such as: phonology, grammar, morphology, vocabulary, discourse and pragmatics;
- Skills and strategies are taught **both** explicitly and indirectly;
- Teachers make thoughtful and purposeful decisions about how to teach reading and writing to students;
- Teachers use evidence-based instructional practices;
- Teachers use different instructional groupings (i.e.; whole class, small group, individual instruction);
- Instruction and assessment are connected;
- Instruction is differentiated based on individual student needs;
- Students are actively engaged in purposeful, coherent speaking and reflective thinking.

Both the ELA and Mathematics curricula are directly aligned to the NYS Learning Standards and the CCLS in order to insure that our students are learning the content and skills that will be assessed through the NYS Assessment Program. This is accomplished through a combination of district-created curriculum, commercial curriculum, and EngageNY modules.

Our Systematic Literacy Program is a program that includes the five pillars of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. This approach is a multi-faceted process which involves teachers planning assessment-based

instruction that incorporates research-based practice. Students are taught, explicitly, systematically, and consistently how to understand and use the structure of language, how to construct meaning from various texts, and how to convey that meaning orally or in written form.

Systematic reading instruction carefully thought out, builds upon prior learning, is strategic building from simple to complex, and is designed before activities and lessons are planned. Instruction is across the five components (phonemic awareness, phonics, fluency, vocabulary, and comprehension)" (Adams, 2001). In addition to providing systematic and explicit literacy instruction, the district has provided professional development for teachers and school leaders alike in the area of **Accountable Talk, designing instruction that invites effort and supports students in reaching the CCLS and 21st century standards, selecting complex texts and developing text based reading, writing, and speaking tasks that build students' content knowledge, use formative assessment and effective feedback to advance student learning.** The expectation that has been set is that all students can participate in higher order thinking tasks given the appropriate scaffolds in their zone of proximal development.

Our Mathematics curriculum is intended to narrow the focus of topics and allow students to more deeply explore the content and skills proscribed by the CCLS. Using the **Math In Focus** program, based on the Singapore Math system, along with EngageNY modules, the district has produced a sequence of Mathematics instruction that systematically ensures that students will logically progress through understanding, procedures, and practice. Using this curriculum “integrates CCLS, rigorous classroom reasoning, extended classroom time devoted to practice, and reflection through extensive problem-sets, and high expectations for mastery,” as described by EngageNY.

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

Pre-K -5 Balancing information and Literary Texts

- CASDA Professional Development and Consultation
- Embedded PD with Instructional Coach
- Professional Learning Communities
- Classroom and School Library Collection Purchases aligned to the CCLS
- Implementation K-3 Literacy Plan
- Additional Instruction through Extended Day, Vacation and Summer Enrichment

6-12, Knowledge in the Disciplines (Grade 6 only)

- CASDA Professional Development and Consultation
- Embedded PD with Instructional Coach

- Professional Learning Communities
- Library Collection Purchases
- IFL Units
- Additional Instruction through Extended Day, Vacation and Summer Enrichment

Staircase of Complexity

- CASDA Professional Development and Consultation
- Embedded PD with Instructional Coach
- PD with Reading Specialist/Teacher
- IFL Units
- Professional Learning Communities
- Classroom and School Library Collection Purchases aligned to CCLS
- Embedded PD Instructional Coach
- Professional Learning Communities

Text-based Answers

- CASDA Professional Development and Consultation
- Embedded PD with Instructional Coach
- Professional Learning Communities
- Classroom and School Library Collection Purchases aligned to CCLS

Writing from Sources

- CASDA Professional Development and Consultation
- Embedded PD with Instructional Coach
- IFL Units
- Professional Learning Communities
- Library Collection Purchases aligned to CCLS
- Use Of I-Pads Purchased Through SIF Grant
- Additional Instruction through Extended Day, Vacation and Summer Enrichment

Academic Vocabulary

- CASDA Professional Development and Consultation
- Embedded PD with Instructional Coach
- IFL Units
- Professional Learning Communities
- Library Collection Purchases aligned to CCLS
- Use Of I-Pads Purchased Through SIF Grant
- Additional Instruction through Extended Day, Vacation and Summer Enrichment

The following strategies will support instruction in the Common Core Shifts Mathematics

Focus

- CASDA Professional Development and Consultation
- Implementation of *Math in Focus*

Coherence

- CASDA Professional Development and Consultation
- Implementation of *Math in Focus*

Fluency

- CASDA Professional Development and Consultation
- Implementation of *Math in Focus*

Deep Understanding

- CASDA Professional Development and Consultation
- Implementation of *Math in Focus*

Application

- CASDA Professional Development and Consultation
- Implementation of *Math in Focus*
- Embedded PD With Instructional Coach to prepare teachers to engage students in more hands on STEM Projects with math applications
- Additional Instruction through Extended Day, Vacation and Summer Enrichment

Dual Intensity

- CASDA Professional Development and Consultation
- Implementation of *Math in Focus*

- Use of Time. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Describe a logical and meaningful set of strategies for the use of instructional time that leads to a pedagogically sound restructuring of the daily/weekly/monthly schedule **to increase learning time by extending the school**

day and/or year. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time, as outlined here:

<http://www.regents.nysed.gov/meetings/2012Meetings/April2012/412bra5.pdf>

Use of Time During the School Day -Lincoln students in grades K-2 currently receive 105 minutes of reading instruction daily, 60-75 minutes of writing instruction daily, 60 minutes of math daily and 30 minutes of science or social studies daily. Students in Grades 3-6 receive 105 minutes of reading instruction daily, 75 minutes of writing instruction daily, 60 minutes of math daily and 45 minutes of science or social studies daily. (See attached school day instructional schedules). The newly developed K-3 Literacy plan recommends that all students in grades K-2 receive 100- 150 minutes of phonics and phonemic awareness instruction per week.

Uninterrupted literacy blocks and math blocks increase time on task and quality learning experiences for students; These interrupted blocks will be ideal for integrating projected-based lessons utilizing lap top and Smart Board technology to strengthen attainment of NYS Common Core State Standards and 21st skills and competencies

The Lincoln Community School has elected to pilot the Responsive Classroom Program as a whole school approach to improve academics as school climate and student engagement. The Responsive Classroom Program combines structuring the day with routines as well as communication approaches to effect positive change for the whole school community.

From 2008 to 2011, researchers at the University of Virginia's Curry School of Education conducted a three-year randomized controlled study led by Dr. Sara Rimm-Kaufman. The Responsive Classroom Efficacy Study (RCES), funded by the U.S. Department of Education, Institute of Education Sciences (IES), involved 24 elementary schools in a large district in a mid-Atlantic state. The schools were assigned randomly to intervention and comparison groups. The study followed 350 teachers and over 2,900 students from the spring of the students' second grade year to the spring of their fifth grade year.

Improved Student Achievement

Teachers' use of *Responsive Classroom* practices predicts gains in student math and reading achievement. In addition, researchers found the following:

- **Academic Choice:** Teachers' use of *Responsive Classroom* Academic Choice, specifically, was associated with reading and math achievement outcomes.
- **Socio-economics:** The associations between *Responsive Classroom* practices and achievement were equally strong for children eligible for free/reduced price lunch and those not eligible.
- **Greater effect on low-achieving students:** The association between teachers' use of *Responsive Classroom* practices and math achievement appears to be stronger for students who are initially low achieving than for others.

Improved Teacher-Student Interactions

Teachers' increased use of *Responsive Classroom* practices was related to classrooms that are more emotionally supportive and organized. Specifically:

- **Morning Meeting:** Teachers' use of *Responsive Classroom* Morning Meeting was related to improved emotional support for students and improved classroom organization.
- **Academic Choice:** Teachers' use of Academic Choice was also related to improved emotional support during math instruction.

3. Higher Quality Instruction in Mathematics

Teachers' use of *Responsive Classroom* practices was associated with more skillful standards-based mathematics instruction. For example, teachers demonstrated the following:

- Higher levels of mathematical discourse
- Better use of and translation among mathematical representations
- Lessons with greater cognitive depth
- Lessons with greater coherence and accuracy

Extended Learning Time: The proposed extended learning time program is designed to offer to all students a program that includes approximately 440 hours of afterschool programming in addition to the 900 hours of regular-day instructional time. This extended learning time will comprise a combination of academic, enrichment, and youth development activities provided by certified teachers, the Boys & Girls Club, and trained reading volunteers. The needs of individual students will be met through collaboration between regular-day teachers and afterschool staff to evaluate assessment data and design instruction to address identified areas of need. The extended learning program will provide the opportunity for students to receive the extra help they need and the enrichment they need to bolster their regular-day learning. Frequent and targeted communication between regular-day and extended-day teachers will allow for a seamless sharing of information.

The proposed extended learning time program also includes a 100-hour summer program taught by certified teachers, and focused on providing Literacy and Mathematics instruction in a highly engaging, hands-on, project-based learning intended to not only prevent summer learning loss, but to allow students to make progress.

- Data-Driven Instruction/Inquiry (DDI). Describe the school's functional cycle of Data-Driven Instruction/Inquiry (DDI). Present the schedule for administering common interim assessments in ELA and Math. Describe procedures, and schedule of space/time (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the examination of interim assessment data and test-in-hand analysis. Describe the types

of supports and resources that will be provided to teachers, as the result of analysis. (See <http://engageny.org/data-driven-instruction> for more information on DDI).

The Schenectady City School District has partnered extensively New York University's Metropolitan Center for Urban Education and the District Management Council to use data effectively to make positive changes in all of our schools and to close student achievement gaps across all sub-groups. Lincoln has benefited greatly from this work. Our goal is to instill equity as the core of what we do by looking at personnel, systems, structures and strategies so that race, economics and disability will not be predictors for student achievement.

At the school level, a Learning Cycle system of Plan-Assess-Adjust will ensure that lessons are aligned to CCLS and focused on identified student needs. Formative and summative student learning assessment results will be examined to identify areas in need of further instruction, and adjustments to instruction will be made to provide access and opportunity for all students to succeed. This process will be directed by the principal and the full-time (District-Funded Instruction Coach in consultation with the Capital Area School Development Association, our Lead partner. Daily professional learning community grade-level meetings, monthly vertical mixed grade-level meetings, monthly formal classroom walkthroughs, and quarterly full-day data analysis/action planning grade-level meetings will all provide time and support for teachers and support staff to examine student data, plan targeted instruction, and evaluate the effectiveness of that instruction so that necessary adjustments can be made.

Professional development to support the effective use of data in decision making will be provided through daily job-embedded coaching and targeted coaching to teachers with specific identified needs. CASDA will offer periodic workshops targeted to areas identified by analysis of interim assessment data.

District-created interim assessments in Literacy and Mathematics, combined with AIMSWEB benchmark testing will be conducted three times per year (Fall, Winter, and Spring). These assessments, which are aligned to the NYS Testing Program, will be combined with formative assessment and regular progress monitoring in the classrooms to ensure appropriate prioritization and pacing of instruction.

- *Student Support.* Describe the school-wide framework for providing academic, social-emotional, and student support to the whole school population. List the major systems for the identification of students at-risk for academic failure, disengagement/drop-out, and health issues and then present the key interventions chosen to support them. Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner. Student

support programs described here should be aligned with Part 100.2 Regulations on implementing Academic Intervention Services.

Data is key to tracking students in need of support and ensuring that students receive the supports that they need. The School Based Support Team (SBST) meets weekly to review data and make recommendations with regard to struggling students. The SBST is comprised of the Principal, the Psychologist, teachers, parents (of students being discussed), specialists, Family Empowerment Facilitator, and Child Guidance. The following are supports that may be recommended:

Risk Factor	Strateg(ies)	SIG Resource or Partner
Students with poor academic achievement	<ul style="list-style-type: none"> • Teachers- differentiated instruction • More inquiry based learning to keep students engaged • RtT Reading or Math Intervention • Teacher (Home School Note book) • Student and Parent communication (trust will be enhanced through Home visitation pilot) • Extended Learning RtI • Teacher PD • Is there a physical reason? (Needs Glasses? illness?) • Counseling – is there a problem at home? Eviction, No Food, Parent Incarcerated? 	<ul style="list-style-type: none"> • Extended Learning Program (B& G Club and Lincoln Teachers) <u>PD for Teachers</u> • CASDA • Instructional Coach • Behavior/Instructional Supports Counselor (BISC) • Family Empowerment Facilitator for referrals • Referrals to extended partners: Hometown Health, Food Bank, SCAP Etc. • Child Guidance (Counseling)
Students with multiple behavior referrals	<ul style="list-style-type: none"> • Teacher Embedded PD with BICS 	<ul style="list-style-type: none"> • (B& G Club – Youth Development)

	<ul style="list-style-type: none"> • Teacher skills PD- Responsive Classroom Model • Child and Parent Counseling • Extended learning/enrichment to develop social skills • More inquiry based learning to keep students engaged • Is there a physical reason? (illness?) • Counseling – is there a problem at home? Eviction, No Food, Parent Incarcerated? • Parent resources and education 	<ul style="list-style-type: none"> • School SW, Psychologist, Onsite Clinical Therapist- Child Guidance • Teachers/CASDA Support • Family Empowerment Facilitator Referrals
Student Absences	<ul style="list-style-type: none"> • School based health center- Is there a physical reason? • Counseling – is there a problem at home • Is there a resource problem at home (no clean clothes, lice and no \$ for treatment?) 	<ul style="list-style-type: none"> • School SW, Child Guidance • Hometown Health Referral Extended Offsite Partner • Family Empowerment Facilitator for Referrals

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

A Response to Intervention approach is used to student discipline. Discipline referrals are analyzed each month by the day of the week, time of the day, location and student sub-group. These data provide the Principal information to impact the day to day deployment of support staff and faculty during lunch to prevent problem behaviors. These data also provide the Climate and Culture Team a clear picture of discipline problems and how to strategically address them. Approximately seven times per year the Lincoln Culture and Climate team meet to Analyze discipline data and make decisions with respect to behavior management, monitoring of implementation of Collaborative Problem-Solving model of behavior management

This year Lincoln School will pilot the Responsive Classroom Program to support both academic achievement and school climate and discipline. The Responsive Classroom is a research-and evidence-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate. It has been recognized by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as one of the most well-designed, evidence-based social and emotional learning programs.

This year Lincoln will also add a full time School Climate and Culture Paraprofessional. This position will be filled by a qualified Lincoln parent and this person will promote a culture of respect and communication to both parents and students.

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

The Family Empowerment Center was established under the SIF Grant. Leigh Kleinklaus, the Family Empowerment Facilitator (FEF) was hired under the SIF Grant and will be funded by the District beginning September 1, 2015. Leigh has made tremendous inroads working with families, greeting them when they drop off their children and when they pick them up. The FEF also reaches out to parents in their homes, churches and community locations.

Parents regularly visit the Family Empowerment Center to meet, learn use the computers and check out parenting resources. New computers from this grant would greatly enhance the Family Empowerment Center.

Parents meet with the Principal in monthly Coffee Chats. Parents also serve on the Building Leadership Team, the Community School Advisory Council and the newly invigorated PTO.

Lincoln will actively engage parents by piloting the Parent Teacher Home Visit Project in which identified teachers will make relationship-building visits twice a year to each of their students' homes. Parents will then be intentionally invited to an academic event at the school. This will be done by appointment at the parent's convenience and willingness to participate.

Simultaneously, groups of parents will be trained by the Parent Engagement Facilitator on taking leadership roles in shared-decision making groups. This will prepare parents to be active participants in groups that perform school-based planning in addition to the continued growth of the Parent Teacher Organization (PTO).

The satisfaction of these initiatives will be measured by survey periodically throughout the year to the entire school population as well as those who have completed targeted portions of these initiatives.

The Parent Teacher Home Visit Project This extraordinary partnership between a faith based community organizing group, a local teachers union and a school district began in 1998 as an effort to address the cycle of blame that existed between parents and site personnel at several Sacramento schools where there was a pervasive history of low student achievement, high levels of poverty, and where high percentages of children entered school as English learners.

Visits are designed to open lines of communication, not for assessments or interventions. Professional relationships developed between families and teachers. Each co-educator is respected for expertise regarding knowledge of student and curriculum. Home visits help end the common cycle of blame at schools with history of low student achievement.

Parents, teachers and students share hopes, expectations and plans for academic success. Visits provide opportunity for teachers to step into the community. Perceptions are altered and cultural competency is increased in our diverse school communities.

This year Lincoln will also add a full time School Climate and Culture Paraprofessional. This position will be filled by a qualified Lincoln parent. The person in this position will be responsible for outreach to engage parents as active partners and promoting the Lincoln Community School culture of respect and communication to both parents and students.

I. Training, Support, and Professional Development

The LEA/school must have a coherent school-specific framework for training, support, and professional development clearly linked to the identified SIG plan and student needs. The framework articulated must contain each of the following elements:

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

Teachers as part of the Building Leadership Team and the School Based Leadership Team met over the course of spring and summer 2015 to discuss the development of this School Improvement Grant Plan using the existing Lincoln SIF Community School grant as its Foundation. The attached professional development plan reflects the needs that were stated during the course of the meetings and the development of this plan. This professional development plan builds capacity for Lincoln teachers to dramatically improve student achievement with:

- A District-Funded Instructional Coach;
- A Reading Specialist/Teacher to support teachers in developing skills to use reading interventions with fidelity and strategies to implement the new K-3 Literacy Plan;
- A Behavior/Instructional Supports Coach to provide targeted embedded support to teachers struggling with classroom management and maladaptive student behaviors;
- Continued Professional Development with CASDA;
- Professional Development in the Responsive Classroom Model;
- Voluntary training in the Parent Home Visitation Model; and
- Professional Development for Paraprofessional support staff

- ii. Implementation Period. Identify in chart form, the planned training, support, and professional development events scheduled during the year-one implementation period (September 1, 2015 to June 30, 2016). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide in the project narrative, a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

See Attached

- iii. Describe the schedule and plan for regularly evaluating the effects of training, support, and professional development, including any subsequent modifications to the plan as the result of evaluation, tying in any modification processes that may be the result of professional teacher observations and/or the results of common student interim assessment data.

The Principal, the Building Leadership Team and Dr. Jennifer Bashant of CASDA will evaluate the effectiveness of professional development on a quarterly basis. This will be done in conjunction with the District Office of Planning and Accountability.

Each Quarter the district will develop an equity report card for Lincoln examining all measures of student achievement, discipline, and attendance by each student accountability group. This report is presented to the Board of Education. These data help to measure the impact and effectiveness of professional development on each grade level, and by student subgroups. In addition to the quantitative data, CASDA will use teacher surveys to teacher's perceptions.

The bi-weekly at risk reports examines data on the teacher level to indicate what specific support individual teachers may need to help their students to increase achievement.

- i. Identify the leading indicators of success that will be examined on no less than a bi-monthly and/or quarterly basis. Describe how these data indicators will be collected, how and who will analyze them, and how and to whom they will be reported.

The LEA/school must fully and transparently consult and collaborate with key education stakeholders about the school's Priority status and on the implementation status of the SIG plan. The plan for consultation and collaboration provided by the LEA/school must contain the following element:

- i. Describe in detail, the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation status of the SIG plan. This should include, but is not limited to, analyses of evidence and leading indicator data to determine the impact of key strategies, as well as planned/approved course-corrections as applicable.

Parents, and other community stakeholders will be kept up to date on progress through the following methods,

- Bi-monthly meetings of the Site-Based Leadership Team (SBLT), which will include staff, parents, and grant partners. This group will review all data and metrics associated with the grant to evaluate the success of implementation, to make any necessary adjustments or changes, and to look ahead to next steps in the implementation timeline. (Lincoln library)
- Quarterly meetings of the Advisory Council, which expands the SBLT to include other community partners, as a means of involving the greater community in the work of the Lincoln Community School and to identify resources that can be incorporated into the school-reform efforts. (Lincoln library)
- Monthly faculty meetings at which staff will review all aspects of SIG plan implementation, including data and progress indicators. (Lincoln library)
- Monthly PTO meetings and monthly Principal's Coffee Chat meetings will be an opportunity for parents to review SIG implementation and participate in information and decision-making with the principal.
- Notifications and news will be shared, as needed, through Twitter, automated calls, Remind email and text alerts, and newsletters and flyers in both English and Spanish.

**Lincoln Community School – Year 1
Professional Development Plan**

Time Frame	Content	Provider	Audience	Outcomes
September –Ongoing	Coaching to the Lincoln Instructional Coach	CASDA	Instructional Coach	IC will have the ability to create and align rigorous lesson plans with CCLS, analyzing formative and summative data and share with colleagues
Daily	Professional Learning Communities Data Analysis, book study (Titles selected by Building Leadership Team), collaborative planning	Self-guided with some topics guided by onsite Coaches	All Teachers	Teachers will demonstrate professional growth in their practice
September –Ongoing	Embedded targeted coaching to teachers	Instructional Coach (district-funded)	Teachers	Teachers will have the ability to create and align rigorous lesson plans with CCLS, analyzing formative and summative data
September -Ongoing	Embedded targeted coaching for teachers on classroom management	Behavior/ Instructional Supports Coach (BISC)	Teachers	Teachers will have improved classroom management skills
September -Ongoing	Embedded targeted coaching for teachers reading interventions and specific reading strategies supporting the New K-3 Literacy Plan	Reading Specialist/ Teacher	Teachers	Teachers will have the skills to use reading interventions and specific reading strategies
September - Ongoing	Facilitate instructional study groups on reading instruction in CCLS; phonics, reading comprehension-close reading of text, emphasis on NYS Standards	CASDA	Teachers	Teachers will demonstrate greater knowledge of reading instruction in CCLS, phonics, reading comprehension-close reading of text, emphasis on NYS Standards

4 days October	Responsive Classroom Program	Responsive Classroom Trainer (Ongoing follow-up support from BISC)	Principal and all Teaching Faculty	All teachers will understand and implement Responsive Classroom Strategies
1 day November	Responsive Classroom Program Model for the whole school	Responsive Classroom Trainer (Ongoing follow-up support from BISC)	All Paras and support staff	Paraprofessionals and support staff will have a basic understanding of the Responsive Classroom program and support school wide implementation
September – Ongoing	Training to Paraprofessionals to support student self-regulation and discipline and to create a safe environment, using the CPS model and other best practices	CASDA and BISC	Paras	Paras will evidence greater skills in supporting student self-regulation and maintaining a safe environment
November -Ongoing	Embedded targeted coaching for teachers on student engagement, differentiated instruction, higher level thinking aligned with CCLS.	CASDA	Teachers	Teachers will evidence a
November – January	Coaching for the Family Empowerment Facilitator (FAF) to develop the models of practice including: home visiting practices establishing effective working relationships with parents and the Epstein Model of parent engagement training (core group of parents are taught skills to	CASDA	FAF	The Family Empowerment Facilitator (FAF) will have greater knowledge of effective practice

	engage other parents) to increase parent engagement .			
February	Training on the Home Visitation Model	Home Visitation Trainer (consultant)	Teacher (voluntary basis)	Teachers will understand the Home Visiting Model and will make home visits to parents

Each Quarter the district will develop an equity report card for Lincoln examining all measures of student achievement, discipline, and attendance by each student accountability group. This report is presented to the Board of Education. These data help to measure the impact and effectiveness of professional development on each grade level, and by student subgroups. In addition to the quantitative data, CASDA will use teacher surveys to teacher's perceptions.

The bi-weekly at risk reports examines data on the teacher level to indicate what specific support individual teachers may need to help their students to increase achievement.

- i. Identify the leading indicators of success that will be examined on no less than a bi-monthly and/or quarterly basis. Describe how these data indicators will be collected, how and who will analyze them, and how and to whom they will be reported.

The LEA/school must fully and transparently consult and collaborate with key education stakeholders about the school's Priority status and on the implementation status of the SIG plan. The plan for consultation and collaboration provided by the LEA/school must contain the following element:

- i. Describe in detail, the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation status of the SIG plan. This should include, but is not limited to, analyses of evidence and leading indicator data to determine the impact of key strategies, as well as planned/approved course-corrections as applicable.

Parents, and other community stakeholders will be kept up to date on progress through the following methods,

- Bi-monthly meetings of the Site-Based Leadership Team (SBLT), which will include staff, parents, and grant partners. This group will review all data and metrics associated with the grant to evaluate the success of implementation, to make any necessary adjustments or changes, and to look ahead to next steps in the implementation timeline. (Lincoln library)
- Quarterly meetings of the Advisory Council, which expands the SBLT to include other community partners, as a means of involving the greater community in the work of the Lincoln Community School and to identify resources that can be incorporated into the school-reform efforts. (Lincoln library)
- Monthly faculty meetings at which staff will review all aspects of SIG plan implementation, including data and progress indicators. (Lincoln library)
- Monthly PTO meetings and monthly Principal's Coffee Chat meetings will be an opportunity for parents to review SIG implementation and participate in information and decision-making with the principal.
- Notifications and news will be shared, as needed, through Twitter, automated calls, Remind email and text alerts, and newsletters and flyers in both English and Spanish.

K. Project Plan Narrative/Timeline

The LEA/school must provide a project plan and timeline that provides a detailed and specific, measurable, realistic, and time-phased set of actions and outcomes that reasonably lead to the effective implementation of the SIG plan and are directly aligned to the components of the selected model. The project plan must contain each of the following elements:

- i. Identify and describe the key strategies for year-one implementation period (September 1, 2015 to June 30, 2016) that are aligned to the goals and objectives identified throughout Section II, with specific reference to student academic achievement, staffing, professional development, partnerships and stakeholder involvement.

Lincoln is at an advantage as it has already established itself as a Community School under a School Innovation Fund Grant ending on August 31, 2015. The District has determined the vital importance of three key positions funded under the SIF Grant and will fund these full-time positions starting September 1, 2015 and through the course of the five-year School Improvement Grant. These positions include The Community School Coordinator, the Instructional Coach, and the Family Empowerment Facilitator.

Lincoln SIG Time Line – Year 1 (9/1/15-6/30/16)

Dates	Key Activity	Persons Responsible	Strategies
8/31/15 or earlier	BOEd Approves Hire of New Lincoln Elementary School Principal	Superintendent with input from Lincoln stakeholders (SBLT)	Advertise, Interview, Screen, Check References
September - June	Schedule of Building Meetings take place	Principal	Data Review and improvement cycle
September - June	Schedule of Family Events Takes Place	Community School Coordinator, Family Empowerment Facilitator	Variety of family and student activities to promote involvement and support of the Lincoln Community School
9/10/15	Signed MOAS <ul style="list-style-type: none"> - CASDA - Boys & Girls Club - NEPC (Child Guidance) 	Community Services Coordinator with Support from Office for Planning and Accountability	Convene SB Leadership Team to review and finalize Partner MOAs
9/10/15 or earlier	Establish Bi-monthly Advisory Council meetings and Quarterly Community School Advisory Council meetings	Community School Coordinator	Meetings to strengthen community School Model
9/16 or earlier	New Principal begins Coffee Chats to get to know parents	Principal and Family Empowerment Facilitator	Monthly meeting in the Family Empowerment Center with Coffee for discussion and Q& A
9/16 or earlier	PD Begins CASDA Instructional Coach	Betsy Smith, CASDA, Instructional Coach	Principal will work with PD Providers

	Other Planned PD Will begin as soon as planned positions are filled		
9/30/15 or earlier	Hire: - Reading Specialist/Teacher - Behavior/Instructional Support Coach (BISC)	Principal, Instructional Coach, Community School Coordinator, CASDA and SBLT	Advertise, Convene SBLT to Interview, then Screen, Check References
10/2/15 or earlier	Develop Sub Plan and Schedule Responsive Classroom PD	Principal with Support of Instructional Coach	Plan for Teacher Coverage and Schedule PD
10/14 or earlier	Hire Lincoln Parent as Climate and Culture Paraprofessional	Principal, Community School Coordinator and Family Empowerment Facilitator	Apra Posting, Community Outreach
10/15 or earlier	Convene with Teachers, Librarian and Reading Teacher to plan book purchases	Community School Coordinator	Select and order books for Classroom Libraries, School Library and Take Home Book Program
10/15	Order Family Empowerment Center Computers	Community School Coordinator	Computers are in place as a greater enticement for parent involvement
10/14/15-6/17/15	Begin Extended Learning Program	Community School Coordinator	Boys & Girls Club, Lincoln Teachers
11/1-15-6/30	Parent Engagement and Empowerment Training	Family Empowerment Facilitator	Parents develop skills and confidence to engage as active members of the school community
12/1/15 or earlier	Begin Take Home Book Program	Librarian and Family Empowerment Facilitator	Create easy to sign out book bags with at home activities to student parent and students reading together
1/15/16	Hire Home visiting Training Consultant	Community School Coordinator, Family Empowerment Facilitator and SBLT	Research providers- Develop Provider agreement
2/1/16	Training For Home Visiting Program	Consultant and Family Empowerment Facilitator,	Teachers volunteer for the training and are prepare to implement model.
3/1/16	Begin planning for SIG Year 2	Principal , SBLT, Community School Advisory Committee, and Partners	A cogent plan is developed based on Data to move the School improvement Grant into Year 2.

3/1/16- 6/17/16	Implement Home Visiting Program	Teachers	Parents and teachers meet in a comfortable setting to develop mutual trust
5/2/16	Begin planning and Recruitment for Summer Program	Community School Coordinator	Quality program is in place for Summer 2016

- ii. Identify the “early wins” that will serve as early indicators of a successful SIG plan implementation period and foster increased buy-in and support for the plan. In addition, provide evidence of post-implementation planning, such as focused strategies aimed specifically at long-term capacity building and sustainability.

Early wins will include 1) measurable increases in students’ ELA and Math performance tracked biweekly through at-risk reports and quarterly BoEd data reports; 2) increases in student attendance, with particular attendance on chronically absent students; measurable decreases in monthly student discipline referrals; and 3) Teachers’ evaluations of the relevance and perceived value of Professional Development activities.

- iii. Identify the leading indicators of success that will be examined on no less than a bi-monthly and/or quarterly basis. Describe how these data indicators will be collected, how and who will analyze them, and how and to whom they will be reported.

Quarterly Leading Indicators will include:

- Fountas and Pinnell Assessments by student sub groups
- AIMSWEB AND Interim Assessments by Sub Group
- Attendance by subgroups
- Discipline and suspensions referrals by subgroups
- Special education referrals by sub groups

- iv. Describe the means by which the key strategies identified throughout Sections I and II ensure that each of the required elements of the selected model have been met.

The Principal as will be responsible for Educational improvement. The person in this position will work through the committee structures in place to analyze data and ensure improvement. The Community School Coordinator will support the principal by managing the day to day operation of the community School Wrap around services.

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

**PROPOSED BUDGET FOR A
FEDERAL OR STATE PROJECT
FS-10 (03/15)**

☐ = Required Field

Local Agency Information

Funding Source:	LINCOLN YEAR 1 SIG	
Report Prepared By:	Lori McKenna, Director, Office of Planning & Accountability	
Agency Name:	Schenectady City Schools	
Mailing Address:	108 Education Drive	
	Street	
	Schenectady	NY 12303
	City	State Zip Code
Telephone # of Report Preparer:	(518) 881-3405	County: Schenectady
E-mail Address:	mckennal@schenectady.k12.ny.us	
Project Funding Dates:	9/1/2015	6/30/2016
	Start	End

INSTRUCTIONS

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

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$190,510
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Behav/Instructional Supports Coach	1.00	\$74,000	\$74,000
Reading Specialist/Teacher	1.00	\$74,000	\$74,000
After School Teacher (150 hrs. x \$33 + 15 hrs x \$28)	1.00	\$5,370	\$5,370
After School Teacher (150 hrs. x \$33 + 15 hrs x \$28)	1.00	\$5,370	\$5,370
After School Teacher (150 hrs. x \$33 + 15 hrs x \$28)	1.00	\$5,370	\$5,370
Professional Development (30t x 15 hrs. x \$28)	1.00	\$12,600	\$12,600
Substitutes for Responsive Classroom (4d x 30t x \$115/day)	1.00	\$13,800	\$13,800

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$13,200
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Parent Culture & Climate Para	1.00	\$11,880.00	\$11,880
Subs for 1-day Responsive Support (20 subs x 7 hrs. x \$9.43)	1.00	\$1,320.00	\$1,320

PURCHASED SERVICES			
Subtotal - Code 40			\$132,981
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
1 F/T Masters Level Clinician	NEPC	1 x \$37,021	\$37,021
Extended Learning & Youth Development	Boys & Girls Club	1 x \$30,000	\$30,000
Embedded PD and Consultation	CASDA	1 x \$42,000	\$42,000
Classroom Training	Responsive Classroom	1 x \$19,960	\$19,960
Training Home Visiting Protocol	Parent Teacher Home Visit Project	1 x \$4,000	\$4,000

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$42,392
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Classroom Libraries - Open Door, M/WBE	20.00	\$500.00	\$10,000
Library Materials - Open Door, M/WBE	500.00	\$28.50	\$14,250
Student take home loaner books, M/WBE	750.00	\$8.50	\$6,375
Loaner book bags, Non-M/WBE	25.00	\$18.50	\$463
Parent Center Computers, M/WBE	4.00	\$1,250.00	\$5,000
Printer & Cartridges, Parent Center, M/WBE	1.00	\$600.00	\$600
PD Books, M/WBE	25.00	\$50.00	\$1,250
PD Materials, M/WBE	1.00	\$525.00	\$525
Responsive Classroom Resources, Non-M/WBE	1.00	\$2,000.00	\$2,000
Program Supplies & Materials, Non-M/WBE	1.00	\$1,929.00	\$1,929

TRAVEL EXPENSES			
Subtotal - Code 46			\$11,370
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Principal	Community Schools Conference	1 x \$1,895	\$1,895
Community School Coordinator	Community Schools Conference	1 x \$1,895	\$1,895
Parent Empowerment Facilitator	Community Schools Conference	1 x \$1,895	\$1,895
Social Worker	Community Schools Conference	1 x \$1,895	\$1,895
Teachers	Community Schools Conference	2 x \$1,895	\$3,790

Employee Benefits		
Subtotal - Code 80		\$97,748
Benefit		Proposed Expenditure
Social Security		\$15,584
Retirement	New York State Teachers	\$25,261
	New York State Employees	\$2,495
	Other - Pension	\$0
Health Insurance		\$51,705
Worker's Compensation		\$1,303
Unemployment Insurance		\$1,400
Other(Identify)		

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) **Manual Entry	\$453,820
B.	Approved Restricted Indirect Cost Rate	2.60%
C.	Subtotal - Code 90	\$11,799

For your information, maximum direct cost base = \$488,201.00

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

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$190,510
Support Staff Salaries	16	\$13,200
Purchased Services	40	\$132,981
Supplies and Materials	45	\$42,392
Travel Expenses	46	\$11,370
Employee Benefits	80	\$97,748
Indirect Cost	90	\$11,799
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$500,000

Agency Code: **530600010000**

Project #: _____

Contract #: _____

Agency Name: **Schenectady City Schools****FOR DEPARTMENT USE ONLY**

Funding Dates: _____ From _____ To _____


Program Approval: _____ Date: _____

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

7/25/15

Date



Signature

Laurence T. Spring, Superintendent**Name and Title of Chief Administrative Officer****Fiscal Year****First Payment****Line #**

Voucher #

First Payment

Finance: Logged _____

Approved _____

MIR _____

Schenectady City School District – Lincoln
Lincoln Year 1 School Improvement Grant (SIG)
Budget Narrative

Budget Categories	Year 1 9/1/2015 – 6/30/2016	
Professional Staff		
Behav/Instructional Supports Coach	1 x \$74,000	\$74,000
Reading Specialist/Teacher	1 x \$74,000	\$74,000
After School Teacher	150 hrs. x \$33 + 15 hrs. x \$28	\$5,370
After School Teacher	150 hrs. x \$33 + 15 hrs. x \$28	\$5,370
After School Teacher	150 hrs. x \$33 + 15 hrs. x \$28	\$5,370
Professional Development	30 teachers x 15 hrs. x \$28	\$12,600
Substitutes for Responsive Classroom	4 days x 30 teachers x \$115/day	\$13,800
Personnel SUBTOTAL		\$190,510

Professional Staff NARRATIVE:

- A Behavior/Instructional Supports Coach is needed to support teachers in developing improved classroom management and communication approaches. The Behavior/Instruction Supports Coach will help teachers to determine students' learning style and develop skills differentiate instruction to meet students' needs and prevent maladaptive behaviors. The person in this position will also be responsible for ensuring school wide adoption of the research-based Responsive Classroom Program.
- The Reading Specialist/Teacher will be a hybrid position. The person in this will provide training and support to faculty on the use of reading interventions and will also support teachers by modeling effective reading strategies. This position will be especially important with the full implementation of the newly developed District K-3 Literacy Plan. The person in this position will also provide direct reading intervention instruction to students in RtT Tier 3, with the greatest reading gaps.
- Stipends are needed to pay after Lincoln Teachers to work in the Extended Learning Program providing Extended Instruction. Data from the Lincoln Community School SIF Grant showed that students who participated in the Extended Learning Program had significantly higher scale score in ELA and Math than did Lincoln students who did not participate in the Program.
- Stipends are needed to pay teachers for additional after school professional development provided by CASDA.
- Substitutes are needed to allow the entire faculty to participate in 4 days of training for the Responsive Classroom Program. Training will take place in two (2) day sessions. Although there will be a few days of disruption, the planning team felt that the benefits far outweighed the short-term disruption.

Support Staff		
Budget Categories	Year 1 9/1/2015 – 6/30/2016	
Parent Culture & Climate Para	1 x \$11,880	\$11,880
Subs for 1-day Responsive Support	20 subs x 7 hrs. x \$9.43	\$1,320
Support Staff SUBTOTAL		\$13,200

SUPPORT STAFF NARRATIVE:

- In order to fully promote the family engagement is important to hire a parent as a paraprofessional to reach out to other parents and get them to embrace the community school, trust teachers to participate in the Home Visiting Program as well as to participate in classroom and Parent Empowerment Center activities.
- Substitutes will be needed to allow for 1 day of training form all paraprofessionals and support staff. The Responsive Classroom Model approach is school wide, with communication and behavior modeling to be used by all staff.

Purchased Services	
Budget Categories	Year 1 9/1/2015 – 6/30/2016
.5 F/T Masters Level Clinician	NEPC (1 x \$37,021) \$37,021
Extended Learning and Youth Development	Boys & Girls Club (1 x \$30,000) \$30,000
Embedded PD and Consultation	CASDA (1 x \$42,000) \$42,000
Classroom Training	Responsive Classroom (1 x \$19,960) \$19,960
Training Home Visiting Protocol	Parent Teacher Home Visit Project (1 x \$4,000) \$4,000
Purchased Services SUBTOTAL	\$132,981
Purchased SERVICES NARRATIVE:	
<ul style="list-style-type: none"> .5FTE clinician is needed to provide onsite student (and Family Counseling services. NEPC is working on developing a self-funded on-site service supported through Medicaid and insurance reimbursement. The Boys & Girls Club provides the staff and structure for a comprehensive Extended Day Program complete with youth development and validated boys and Girls Club Activities. CASDA is the Lead Program Partner for the Lincoln SIG Grant. CASDA Faculty will provide embedded professional development and leadership support. This will be especially valuable to a new principal. Additionally, Dr. Jenn Bashant of CASDA will provide program evaluation. 	

Supplies and Materials	
Budget Categories	Year 1 9/1/2015 – 6/30/2016
Classroom Libraries – Open Door, M/WBE	20 x \$500 \$10,000
Library Materials – Open Door, M/WBE	500 x \$28.50 \$14,250
Student take home loaner books, M/WBE	750 x \$8.50 \$6,375
Loaner book bags, Non-M/WBE	25 x \$18.50 \$463
Parent Center Computers, M/WBE	4 x \$1,250 \$5,000
Printer & Cartridges, Parent Center, M/WBE	1 x \$600 \$600
PD Books, M/WBE	25 x \$50 \$1,250
PD Materials, M/WBE	1 x \$525 \$525
Responsive Classroom Resources, Non-M/WBE	1 x \$2,000 \$2,000
Program Supplies & Materials, Non-M/WBE	1 x \$1,929 \$1,929
Supplies and Materials SUBTOTAL	\$42,392
SUPPLIES AND MATERIALS NARRATIVE:	
<ul style="list-style-type: none"> In order to support the literacy curriculum and establish the Lincoln Community School as a “Community of Readers” it is imperative to provide up- to date rigorous books at all levels aligned to the CCLS. Students need interesting, culturally relevant and challenging books in classroom libraries, in the school library, and to take home in easy to sign out book bags for reading with parents. The Parent Empowerment Center has old, outdated computers and many parents rely on these computers for internet access to check the District Home Access Portal to follow up on their children’s progress in any district school, to conduct employment searches or for basic research. Parents expressed a need for need for improved computer equipment and access to a printer in the Family Empowerment Center. Professional development books and materials are needed to support topics explored in PLCs led by CASDA. Professional Development Resources are needed to support the school wide implementation of the Responsive Classroom Program. Program supplies such as maps and educational posters are needed to support visual representation of a culture of learning. Additionally supplies will be used for family events 	

Employee Benefits		
Budget Categories		Year 1 9/1/2015 – 6/30/2016
* Schenectady City School District includes SS, NYS Ret, NYS EMP, HI, WC, UI, Med	SS (\$15,584); NYS Teachers Retirement (\$25,261); NYS Employees Retirement (\$2,495); Health Insurance (\$1,705); Worker's Comp. (\$1,303); Unemployment Insurance (\$1,400)	\$97,748
Employee Benefits SUBTOTAL		\$97,748
EMPLOYEE BENEFITS NARRATIVE: Employee benefits are based on NYS requirements and employee union contracts.		

BOCES Services		
Budget Categories		Year 1 9/1/2015 – 6/30/2016
BOCES Services SUBTOTAL		\$0
BOCES SERVICES NARRATIVE:		

Travel		
Budget Categories		Year 1 9/1/2015 – 6/30/2016
Principal	Community Schools Conference	\$1,895
Community Schools Coordinator	Community Schools Conference	\$1,895
Parent Empowerment Facilitator	Community Schools Conference	\$1,895
Social Worker	Community Schools Conference	\$1,895
Teachers (2)	Community Schools Conference	\$3,790
Travel Services SUBTOTAL		\$11,370
TRAVEL SERVICES NARRATIVE: <ul style="list-style-type: none"> Key staff travel to National and Region Community Schools Conferences will provide valuable insight in ways to improve and sustain the Community School Program. 		

Equipment		
Budget Categories		Year 1 9/1/2015 – 6/30/2016
Equipment SUBTOTAL		\$0
EQUIPMENT NARRATIVE:		

8. Construction		0
9. Other		0
10. Indirect Costs (at the approved 2.6% rate)		\$11,799
11. Training Stipends		0
12. Total Costs (Sum 9-11)		\$500,000

M/WBE Documents

M/WBE Goal Calculation Worksheet

(This form should reflect Multi-Year Budget Summary Totals)

RFP # and Title: NYSED School Improvement Grant (Round 6) Innovation Framework – Community School

Applicant Name: Schenectady City School District

The M/WBE participation for this grant is 20% of each applicant's total discretionary non-personal service budget over the entire term of the grant. Discretionary non-personal service budget is defined as the total budget, excluding the sum of funds budgeted for direct personal services (i.e., professional and support staff salaries) and fringe benefits, as well as rent, lease, utilities, and indirect costs, if these are allowable expenditures.

Please complete the following table to determine the dollar amount of the M/WBE goal for this grant application.

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1.	Total Budget		\$500,000
2.	Professional Salaries	\$190,510	
3.	Support Staff Salaries	13,200	
4.	Fringe Benefits	\$97,748	
5.	Indirect Costs	\$11,777	
6.	Rent/Lease/Utilities*	0	
7.	Sum of lines 2, 3, 4, 5, and 6		\$313,235
8.	Line 1 minus Line 7		\$186,765
9.	M/WBE Goal percentage (20%)		0.20
10.	Line 8 multiplied by Line 9 = M/WBE goal amount		\$37,353

*If not included in #5

M/WBE COVER LETTER Minority & Woman-Owned Business Enterprise Requirements

NAME OF GRANT PROGRAM NYSED School Improvement Grant (Round 6) Innovation Framework – Community School

NAME OF APPLICANT Schenectady City School District

In accordance with the provisions of Article 15-A of the NYS Executive Law, 5 NYCRR Parts 140-145, Section 163 (6) of the NYS Finance Law and Executive Order #8 and in fulfillment of the New York State Education Department (NYSED) policies governing Equal Employment Opportunity and Minority and Women-Owned Business Enterprise (M/WBE) participation, it is the intention of the New York State Education Department to provide real and substantial opportunities for certified Minority and Women-Owned Business Enterprises on all State contracts. It is with this intention the NYSED has assigned M/WBE participation goals to this contract.

In an effort to promote and assist in the participation of certified M/WBEs as subcontractors and suppliers on this project for the provision of services and materials, the bidder is required to comply with NYSED's participation goals through one of the three methods below. Please indicate which one of the following is included with the M/WBE Documents Submission:

- ☒ Full Participation – No Request for Waiver (PREFERRED)
☐ Partial Participation – Partial Request for Waiver
☐ No Participation – Request for Complete Waiver

By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contractually.

Kimberly M. Lewis

Typed or Printed Name of Authorized Representative of the Firm

District Director of Business and Finance

Typed or Printed Title/Position of Authorized Representative of the Firm

District

Signature/Date

Kimberly M. Lewis 7/21/15

M/WBE UTILIZATION PLAN

INSTRUCTIONS: All bidders/applicants submitting responses to this procurement/project must complete this M/WBE Utilization Plan unless requesting a total waiver and submit it as part of their proposal/application. The plan must contain detailed description of the services to be provided by each Minority and/or Women-Owned Business Enterprise (M/WBE) identified by the bidder/applicant.

Bidder/Applicant's Name _____ Telephone/Email: _____
 Address _____ Federal ID No.: _____
 City, State, Zip _____ RFP No.: _____

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of Subcontracts/Supplies/Services
NAME Open Door Bookstore ADDRESS 128 Jay Street CITY, ST, ZIP Schenectady, NY 12305 PHONE/E-MAIL 518-346-2719 FEDERAL ID No. 14-1752541	NYS ESD Certified MBE _____ WBE <input checked="" type="checkbox"/>		\$ 32,000
NAME Schenectady City School District ADDRESS 55 Halstead Ave. CITY, ST, ZIP Harrison, NY 10528 PHONE/E-MAIL 914-835-1105 x129 FEDERAL ID No. 13-3352744	NYS ESD Certified MBE _____ WBE <input checked="" type="checkbox"/>		\$ 5,600

PREPARED BY (Signature) Kimberly M. Lewis DATE 9/24/12

SUBMISSION OF THIS FORM CONSTITUTES THE BIDDER/APPLICANT'S ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE M/WBE REQUIREMENTS SET FORTH UNDER NYS EXECUTIVE LAW, ARTICLE 15-1, 5 NYCRR PART 143 AND THE ABOVE REFERENCE SOLICITATION. FAILURE TO SUBMIT COMPLETE AND ACCURATE INFORMATION MAY RESULT IN A FINDING OF NONCOMPLIANCE AND/OR PROPOSAL/APPLICATION DISQUALIFICATION.

NAME AND TITLE OF PREPARER: _____
 (print or type)

 TELEPHONE/E-MAIL 518-370-8100/lewis@schennetady.k12.ny.us
 DATE _____
 M/WBE 100

REVIEWED BY _____	DATE _____
UTILIZATION PLAN APPROVED YES/NO _____	DATE _____
NOTICE OF DEFICIENCY ISSUED YES/NO _____	DATE _____
NOTICE OF ACCEPTANCE ISSUED YES/NO _____	DATE _____

**M/WBE SUBCONTRACTORS AND SUPPLIERS
NOTICE OF INTENT TO PARTICIPATE**

INSTRUCTIONS: Part A of this form must be completed and signed by the Bidder/Applicant unless requesting a total waiver. Parts B & C of this form must be completed by MBE and/or WBE subcontractors/suppliers. The Bidder/Applicant must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the proposal/application.

Bidder/Applicant Name: Schenectady City School District Federal ID No.: 14-600-4188
Address: 108 Education Drive Phone No.: (518) 370-8100
City: Schenectady State: NY Zip Code: 12303 E-mail: lewis.k@schennetady.k12.ny.us
Signature of Authorized Representative of Bidder/Applicant's Firm: Kimberly M. Lewis, District Director of Business + Finance
Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm

Date: 7/21/15

PART B - THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT/APPLICATION:

Name of M/WBE: Open Door Bookstore Federal ID No.: 14-1752541
Address: 128 Jay St Phone No.: 518-346-2719
City, State, Zip Code: Schenectady, NY 12305 E-mail: jhutchison1@earthlink.net

BRIEF DESCRIPTION OF SERVICES OR SUPPLIES TO BE PERFORMED BY MBE OR WBE:

DESIGNATION: MBE Subcontractor WBE Subcontractor MBE Supplier X WBE Supplier

PART C - CERTIFICATION STATUS (CHECK ONE):

X The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD).

The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification.

THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/APPLICANT CONDITIONED UPON THE BIDDER/APPLICANT'S EXECUTION OF A CONTRACT WITH THE NYS EDUCATION DEPARTMENT.

The estimated dollar amount of the agreement \$ 32,000

Date: 7/20/2015

Date


Janet R. Hutchison

Signature of Authorized Representative of M/WBE Firm

Janet R Hutchison, President

Printed or Typed Name and Title of Authorized Representative

INSTRUCTIONS: Part A of this form must be completed and signed by the Bidder/Applicant unless requesting a total waiver. Parts B & C of this form must be completed by MBE and/or WBE subcontractors/suppliers. The Bidder/Applicant must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the proposal/application.

Bidder/Applicant Name: Schenectady City School District Federal ID No.: 14-600-4188
Address: 108 Education Drive Phone No.: 518 370-8100 ext 40177
City: Schenectady State: N.Y. Zip Code: 12303 E-mail: lewisk@schenectady.k12.ny.us

Signature of Authorized Representative of Bidder/Applicant's Firm Kimberly M. Lewis; District Director of Business Finance
Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm
Date: 7/20/2015

PART B - THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT/APPLICATION:

Name of M/WBE: Corporate Computer Solutions, Inc. Federal ID No.: 13-3352744
Address: 55 Halstead Avenue Phone No.: (914) 835-1105 x 129
City, State, Zip Code: Harrison NY 10528 E-mail: mballester@corporatecomputersol.com
BRIEF DESCRIPTION OF SERVICES OR SUPPLIES TO BE PERFORMED BY MBE OR WBE:

Necessary technology equipment and supplies

DESIGNATION: MBE Subcontractor WBE Subcontractor MBE Supplier X WBE Supplier

PART C - CERTIFICATION STATUS (CHECK ONE):

☒ X

The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD).

The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification.

THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/APPLICANT CONDITIONED UPON THE BIDDER/APPLICANT'S EXECUTION OF A CONTRACT WITH THE NYS EDUCATION DEPARTMENT.

Mike Ballester

The estimated dollar amount of the agreement \$ 5,600
7/20/2015

Signature of Authorized Representative of M/WBE Firm

MIKE BALLESTER

Printed or Typed Name and Title of Authorized Representative

Date

EQUAL EMPLOYMENT OPPORTUNITY - STAFFING PLAN (Instructions on Page 2)

Applicant Name: Schenectady City School District Telephone: 518-370-8100

Address: 108 Education Drive Federal ID No.: 14-600-4188

City, State, ZIP: Schenectady, NY 12303 Project No: _____

Report includes:
☐ Work force to be utilized on this contract OR

☒ Applicant's total work force

Enter the total number of employees in each classification in each of the EEO-Job Categories identified.

EEO - Job Categories		Race/Ethnicity - report employees in only one category																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
		Total Work Force		Hispanic or Latino		Not-Hispanic or Latino								Female																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
				Male	Female	White	African-American or Black	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	White	African-American	Native Hawaiian or Other Pacific	Asian	American Indian or Alaska Native	Two or More Races	Disabled																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
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Kimberly M. Lewis
 Kimberly M. Lewis

PREPARED BY (Signature): _____ DATE: _____

NAME AND TITLE OF PREPARER: District Director of Business and Finance TELEPHONE/EMAIL: 518-370-8100 lewisk@schenectady.k12.ny.us

(Print or type)

Attachment A Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead Signature (in blue ink) <i>Ste Bagnat</i> 7/21/15 Type or print name Steven Boynton	Date Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Teachers Union President / Lead Signature (in blue ink) <i>Juliet Benaquisto</i> 7/22/15 Type or print name Juliet Benaquisto	Date Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Parent Group President / Lead Signature (in blue ink) Type or print name Jessica Kanciruk	Date Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.

Unavailable - Jessica was out of town when the full proposal was ready for signature.

2015 OCTOBER

CALENDAR YEAR / MONTH

MONDAY

1st Day of Week

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
28	29	30	01	02	03	04
05	06 K-Pre-Conference 6th Grade Walkthroughs	07 K-Formal Observation 5/6 Grade Walkthroughs	08 K-Pre-Conference 4th Grade Walkthroughs	09 K-Formal Observation 4th Grade Walkthroughs	10	11
12	13 1st Pre-Conference 3rd Grade Walkthroughs	14 K-Post Conference 3rd Grade Walkthroughs	15 1st Formal Observation 2nd Grade Walkthroughs	16 K-Post Conference 2nd Grade Walkthroughs	17	18
19	20 1st Post-Conference 6th Grade Walkthroughs	21 1st Pre-Conference 5/6 Gr. Walkthroughs	22 1st Formal Observation 4th Gr. Walkthroughs	23 2nd Pre-Observation 4th Gr. Walkthroughs	24	25
26	27 2nd Formal Observation K Walkthroughs	28 1st Post-Conference K Walkthroughs	29 PK Walkthroughs 1st Grade Walkthroughs	30 2nd Post-Observation 1st Grade Walkthroughs	31	01
02	03	04	05	06	07	08

2016 JANUARY

CALENDAR YEAR / MONTH

MONDAY
FIRST DAY OF WEEK

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
28	29	30	31	01	02	03
04	05	06	07	08	09	10
7:00-7:45 am: Tabares		1:30 pm: Lashway		1:15 pm: Iannotti		
11	12	13	14	15	16	17
11:00 am: Iannotti	9:30 am: Lashway	12:00 pm: Darcey-504's		7:30 am: Lamica-Post 9:00 am: Arket-Post		
18	19	20	21	22	23	24
	7:30 am: Devery 11:00 am: M. France		8:00 am: Iannotti-Post	7:30 am: Lashway-APPR 8:30 am: M. France 9:30 am: Devery		
25	26	27	28	29	30	31
			7:30 am: Walton 10:30 am: Fox			
01	02	03	04	05	06	07

2016 FEBRUARY

LINEAR YEAR / MONTH

MONDAY
FIRST DAY OF WEEK

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
01 9:00 am: Tabares- Informal 11:30 am: Devery Post	02	03 9:00 am: Kumar-Pre	04 11:10 am: M. France	05 8:30 am: Devery-Post 1:15 pm: Tabares	06	07
08	09 11:00 am: Fox 1:00 pm: Iannotti-Pre	10 7:30 am: Iannotti-Pre 8:15 am: Iannotti 1:15 pm: Masterson	11 8:30 am: Kumar 1:00 pm: M. France	12 8:30 am: S. France - Pre- Conf	13	14
15	16	17	18	19	20	21
22	23	24	25 8:30 AM: Dufresne	26 9:55 am: S. France 2:15 pm: Rakus Pre-obs	27	28
29	01	02	03	04	05	06
07	08	09	10	11	12	13

2016 MARCH

CALENDAR YEAR / MONTH

MONDAY
FIRST DAY OF WEEK

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
29 10:30 am: Harrell - Pre-Conf.	01 8:30 am: Rakus Formal	02 7:00 am: Harrell - Pre-Conf.	03 8:30 am: Lashway 11:00 am: M. France	04 8:15 am: Iannotti-Post 10:00 am: Masterson - Informal	05	06
07 10:45: Masterson 1:30 pm: Kumar - Post	08 10:00 am: Hebert - PRE 11:00 am: Dufresne	09 8:30 am: S. France - Post 11:00 am: Devery	10 9:45 am: Hebert Formal	11 7:00 am: Devery 8:30am: Harrell 9:00 am: Rakus 10:00 am: Devery-Post	12	13
14 10:10 am: Kosloski 11:00 am: Harrell - Post	15 7:30 am: Harrell- Post	16 7:30 am: Younkin-PRE	17 9:30 am: Younkin	18	19	20
21 7:30 am: Harrell- Post	22 7:30 am: Harrell- Post	23 8:30 am: Kumar 9:30 am: Breen	24 8:20 am: Dufresne	25 Good Friday	26	27
28 7:30 am: Lashway-Post 8:45 am: Merrill 3:00 pm: Kosloski-Post	29 7:30 am: Lashway-Post 8:45 am: Merrill 3:00 pm: Kosloski-Post	30 8:30 am: Kumar 9:30 am: Breen	31	01	02	03
04 10:10 am: Kosloski 11:00 am: Harrell - Post	05 7:30 am: Lashway-Post 8:45 am: Merrill 3:00 pm: Kosloski-Post	06 8:30 am: Kumar 9:30 am: Breen	07	08	09	10

2016 APRIL

CALENDAR YEAR / MONTH

MONDAY
FIRST DAY OF WEEK

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
28	29	30	31	01	02	03
04	05	06	07	08 1:30 pm: Kumar-Post 2:30 pm: Breen-Post	09	10
11	12	13	14	15 11:15 am: Hebert 1:15 pm: Dufresne	16	17
18 7:30 am: Kumar-Post 9:00 am: Walton	19 8:15 am: Devery Post 1:15 pm: Hebert 8:30 am: Zebrowski	20	21 10:00 am: Merrill-Post	22	23	24
25	26	27	28	29	30	01
02	03	04	05	06	07	08

2016 MAY

MONDAY
FIRST DAY OF WEEK

CALENDAR YEAR / MONTH

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
25	26	27	28	29	30	01
02	03	04	05	06 8:40 am: Yunkin-Post	07	08
09	10	11	12	13	14	15
	7:30 am: Walton-Post	9:00 am: Countryman- Formal				
16	17	18	19	20	21	22
10:15 am: Countryman		8:30 am: Breen-Post	8:45 am: Yunkin-Post			
23	24	25	26	27	28	29
			9:00 am: Countryman			
30	31	01	02	03	04	05
No School						

2016 JUNE

CALENDAR YEAR / MONTH

MONDAY
FIRST DAY OF WEEK

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
30	31	01	02	03	04	05
		6:30 am: Para Evaluations				
06	07	08	09	10	11	12
	8:30 am: Clift - Post		8:30 am: Countryman			
13	14	15	16	17	18	19
8:45 am: Rush-Binder 9:30 am: Kumar-Binder	8:15 am: Younkin-Binder 8:30: Lamica		9:00 am: Dufresne 9:30am: Countryman	8:30 am: Lashway		
20	21	22	23	24	25	26
8:20 am: Breen-Binder 9:00 am: Masterson						
27	28	29	30	01	02	03
04	05	06	07	08	09	10

Period	M	T	W	Th	F	Minutes Required by Grade Level						
1 (8:10 - 8:20)				PE1	Phonics/PA	Legend	All	K	1	2	3	4-6
2 (8:20 - 8:30)				PE1	Phonics/PA	Phonics/PA		50 min/day	40 min/day	30 min/day	20 min/day	
3 (8:30 - 8:40)	Phonics/PA	Phonics/PA	Phonics/PA	PE2	Phonics/PA	Guided Reading		40 min/day	50 min/day	60 min/day	60 min/day	60 min/day
4 (8:40 - 8:50)	Phonics/PA	Phonics/PA	Phonics/PA	PE2	Phonics/PA	Phonics/PA		60 min/day	60 min/day	70 min/day	70 min/day	150 min/week
5 (8:50 - 9:00)	Phonics/PA	Phonics/PA	Phonics/PA	Phonics/PA	Phonics/PA	Math		60 min/day				
6 (9:00 - 9:10)	Guided Reading	Guided Reading	Guided Reading	Phonics/PA	Guided Reading	Lunch		50 min/day				
7 (9:10 - 9:20)	Guided Reading	Guided Reading	Guided Reading	Phonics/PA	Guided Reading	Science		100 min/week				
8 (9:20 - 9:30)	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Science		100 min/week				
9 (9:30 - 9:40)	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Social Studies		40 min 2x/week				
10 (9:40 - 9:50)	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading	PE1		30 min 2x/week				
11 (9:50 - 10:00)	ELA/Writing	PE1	ELA/Writing	Guided Reading	ELA/Writing	Art		60 min 1x/week				
12 (10:00 - 10:10)	ELA/Writing	PE1	ELA/Writing	Guided Reading	ELA/Writing							
13 (10:10 - 10:20)	Art	PE1	ELA/Writing	ELA/Writing	ELA/Writing							
14 (10:20 - 10:30)	Art	PE1	ELA/Writing	ELA/Writing	ELA/Writing							
15 (10:30 - 10:40)	Art	ELA/Writing	ELA/Writing	ELA/Writing	ELA/Writing							
16 (10:40 - 10:50)	Art	ELA/Writing	ELA/Writing	ELA/Writing	ELA/Writing							
17 (10:50 - 11:00)	Art	ELA/Writing	ELA/Writing	ELA/Writing	ELA/Writing							
18 (11:00 - 11:10)	Art	ELA/Writing	Science	ELA/Writing	Math							
19 (11:10 - 11:20)	ELA/Writing	ELA/Writing	Science	ELA/Writing	Math							
20 (11:20 - 11:30)	ELA/Writing	ELA/Writing	Science	Social Studies	Math							
21 (11:30 - 11:40)	ELA/Writing	ELA/Writing	Science	Social Studies	Math							
22 (11:40 - 11:50)	ELA/Writing			Social Studies	Math							
23 (11:50 - 12:00)	Lunch	Lunch	Lunch	Lunch	Lunch							
24 (12:00 - 12:10)	Lunch	Lunch	Lunch	Lunch	Lunch							
25 (12:10 - 12:20)	Lunch	Lunch	Lunch	Lunch	Lunch							
26 (12:20 - 12:30)	Lunch	Lunch	Lunch	Lunch	Lunch							
27 (12:30 - 12:40)	ELA/Writing	Math	Math	Math	Science							
28 (12:40 - 12:50)	Math	Math	Math	Math	Science							
29 (12:50 - 1:00)	Math	Math	Math	Math	Science							
30 (1:00 - 1:10)	Math	Math	Math	Math	Science							
31 (1:10 - 1:20)	Math	Math	Math	Math	Science							
32 (1:20 - 1:30)	Math	Math	Math	Math	Science							
33 (1:30 - 1:40)	Math	Math	Math	Math	Science							
34 (1:40 - 1:50)	Social Studies	Social Studies	Math	Science	Science							
35 (1:50 - 2:00)	Social Studies	Social Studies	Math	Science	Science							
36 (2:00 - 2:10)	Social Studies	Social Studies	Math	Science	Science							
37 (2:10 - 2:20)												
38 (2:20 - 2:30)												

Classroom	Teacher/Name	Seating
Art		
Music 1		
Music 2		
PE1		
PE2		
Health		

Grade 5	1st
2nd	
3rd	
4th	
5th	

Home	26
Section	2
Big Code	11-LINCOLN

5th Gr	Health Semester:
	Health Start Period:
	Health End Period:

Period	M	I	W	R	F
1 (8:10 - 8:20)	Social Studies	Science		Art	Science
2 (8:20 - 8:30)	Social Studies	Science		Art	Science
3 (8:30 - 8:40)	Social Studies	Science		Art	Science
4 (8:40 - 8:50)	Social Studies	Science		Art	Science
5 (8:50 - 9:00)	PE1	Math	PE1	Art	Science
6 (9:00 - 9:10)	PE1	Math	PE1	Art	Science
7 (9:10 - 9:20)	PE1	Math	PE1	Art	Science
8 (9:20 - 9:30)	Math	Math	Math	Math	Math
9 (9:30 - 9:40)	Math	Math	Math	Math	Math
10 (9:40 - 9:50)	Math	Math	Math	Math	Math
11 (9:50 - 10:00)	Math	Math	Math	Math	Math
12 (10:00 - 10:10)	Math	Math	Math	Math	Math
13 (10:10 - 10:20)	Math	Math	Math	Math	Math
14 (10:20 - 10:30)	Math	Math	Math	Math	Math
15 (10:30 - 10:40)	Math	Math	Math	Math	Math
16 (10:40 - 10:50)	Math	Math	Math	Math	Math
17 (10:50 - 11:00)	Math	Math	Math	Math	Math
18 (11:00 - 11:10)	Math	Math	Math	Math	Math
19 (11:10 - 11:20)	Math	Math	Math	Math	Math
20 (11:20 - 11:30)	Math	Math	Math	Math	Math
21 (11:30 - 11:40)	Math	Math	Math	Math	Math
22 (11:40 - 11:50)	Math	Math	Math	Math	Math
23 (11:50 - 12:00)	Math	Math	Math	Math	Math
24 (12:00 - 12:10)	Math	Math	Math	Math	Math
25 (12:10 - 12:20)	Math	Math	Math	Math	Math
26 (12:20 - 12:30)	Math	Math	Math	Math	Math
27 (12:30 - 12:40)	Math	Math	Math	Math	Math
28 (12:40 - 12:50)	Math	Math	Math	Math	Math
29 (12:50 - 1:00)	Math	Math	Math	Math	Math
30 (1:00 - 1:10)	Math	Math	Math	Math	Math
31 (1:10 - 1:20)	Math	Math	Math	Math	Math
32 (1:20 - 1:30)	Math	Math	Math	Math	Math
33 (1:30 - 1:40)	Math	Math	Math	Math	Math
34 (1:40 - 1:50)	Math	Math	Math	Math	Math
35 (1:50 - 2:00)	Math	Math	Math	Math	Math
36 (2:00 - 2:10)	Math	Math	Math	Math	Math
37 (2:10 - 2:20)	Math	Math	Math	Math	Math
38 (2:20 - 2:30)	Math	Math	Math	Math	Math

Minutes Required By Grade Level						
Grade	All	K	1	2	3	4-6
Phonics/PA		50 min/day	40 min/day	30 min/day	20 min/day	60 min/day
Guided Reading		40 min/day	50 min/day	60 min/day	70 min/day	150 min/wk
Math		60 min/day				
Science		50 min/day				
100 min/week						
100 min/week						
40 min 2x/week						
30 min 2x/week						
60 min 1x/week						

Teacher Name	Start Date
Classroom	
Art:	
Music 1:	
Music 2:	
PE 1:	
PE 2:	
Health:	

Grade(s):	
1st	<input type="checkbox"/>
2nd	<input type="checkbox"/>
3rd	<input type="checkbox"/>
4th	<input type="checkbox"/>
5th	<input type="checkbox"/>

Homeroom:	
Section:	
Big Code:	

6th Grade	Health Semester:
	Health Start Period:
	Health End Period: